

**SKRIPSI**

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH  
READ, ENCODE, ANNOTATE, AND PONDER (REAP) TECHNIQUE  
AT THE EIGHTH GRADE OF MTs GUPPIKALUPPANG  
KABUPATEN ENREKANG**

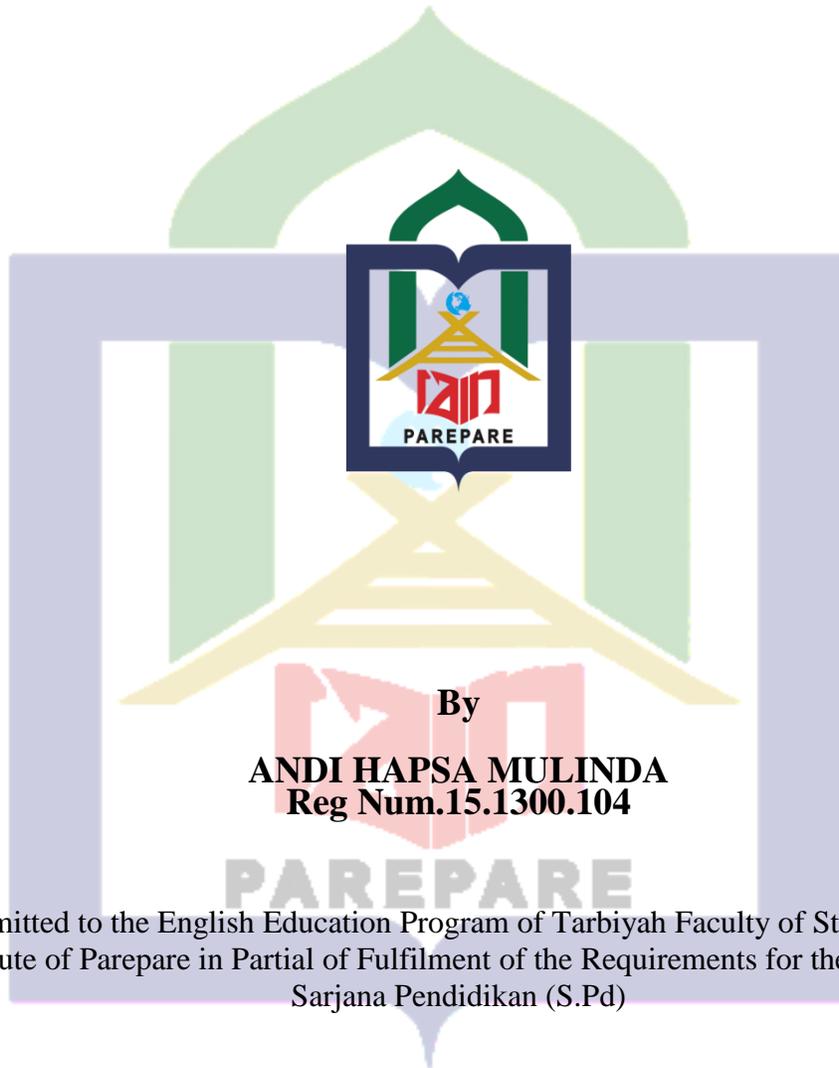


**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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READ, ENCODE, ANNOTATE, AND PONDER (REAP) TECHNIQUE  
AT THE EIGHTH GRADE OF MTs GUPPIKALUPPANG  
KABUPATEN ENREKANG**



**By**

**ANDI HAPSA MULINDA  
Reg Num.15.1300.104**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)

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**to**

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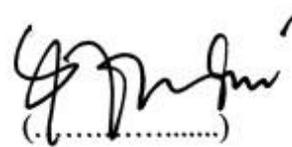
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KABUPATEN ENREKANG**

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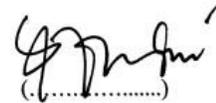
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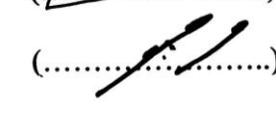
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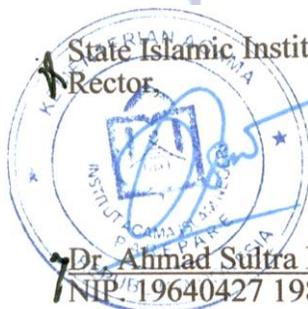
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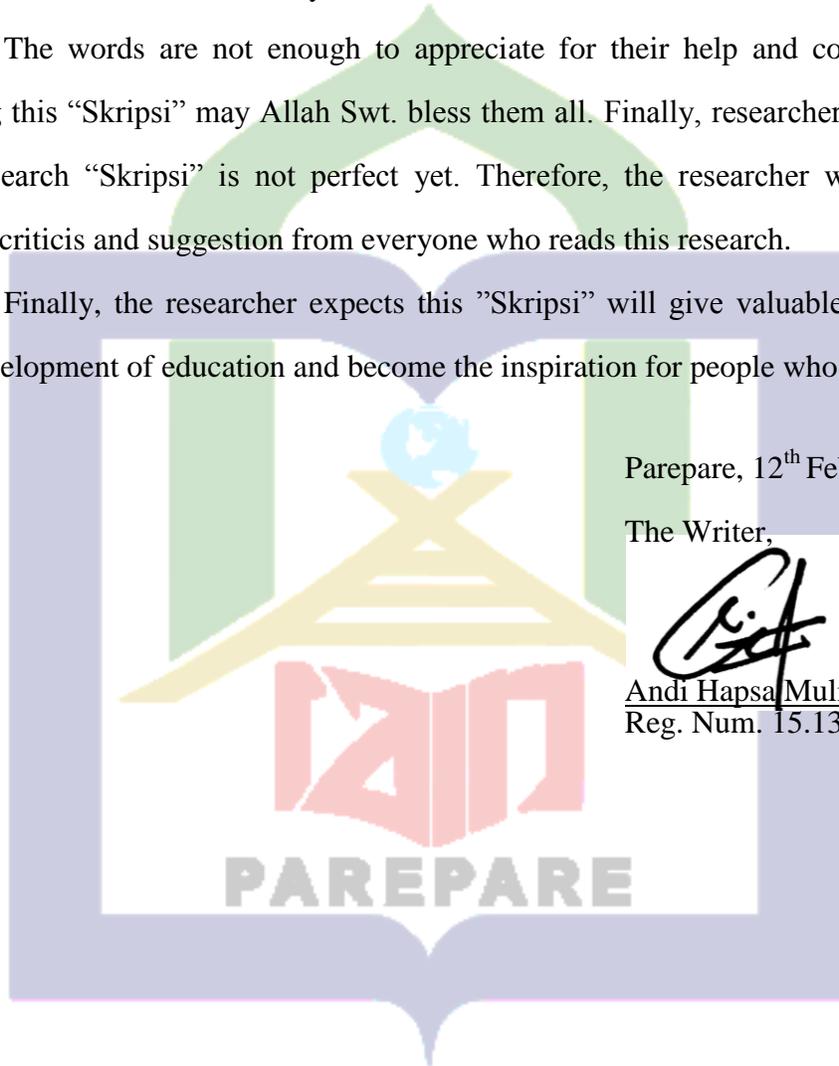
Finally, the researcher expects this ”Skripsi” will give valuable information for development of education and become the inspiration for people who read it.

Parepare, 12<sup>th</sup> February 2020

The Writer,



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## DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this Skripsi and the degree that has been gotten would be postponed.

Parepare, 12<sup>th</sup> February 2020

The Writer,



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## ABSTRACT

**Andi Hapsa Mulinda.** *Improving Students' Reading Comprehension Through Read, Encode, Annotate and Ponder (REAP) Technique at the Eighth Grade of MTs Guppi Kaluppang Kabupaten Enrekang, English Program of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (supervised by Saepudin and Mujahidah)

Reading is very important comprehension in learning English. There are many techniques that can be used by teachers to improve the students' reading comprehension, but there are many obstacles they have in using learning technique. The problem arises when many students got bored in reading. They have limited vocabularies which make them have low motivation to read the text. To solve this problem, the researcher used read, Encode, Annotate, and Ponder (REAP) technique as a technique to improve the students' reading comprehension. This technique was chosen to find out the main idea in the story reading assignment and also make students were active in the class. The purpose in this study was to find the students' reading comprehension before and after the learning process by using Read, Encode, Annotate, and Ponder (REAP) technique.

The design in this research was pre-experimental with pre-test and post-test design. The population of this research was the eighth grade students of MTs Guppi Kaluppang Kab. Enrekang. There are 41 students and they were divided into two classes. The sample was taken by using random sampling technique. The researcher took the class VIII A which was consisting of 20 students as the sample in this researcher.

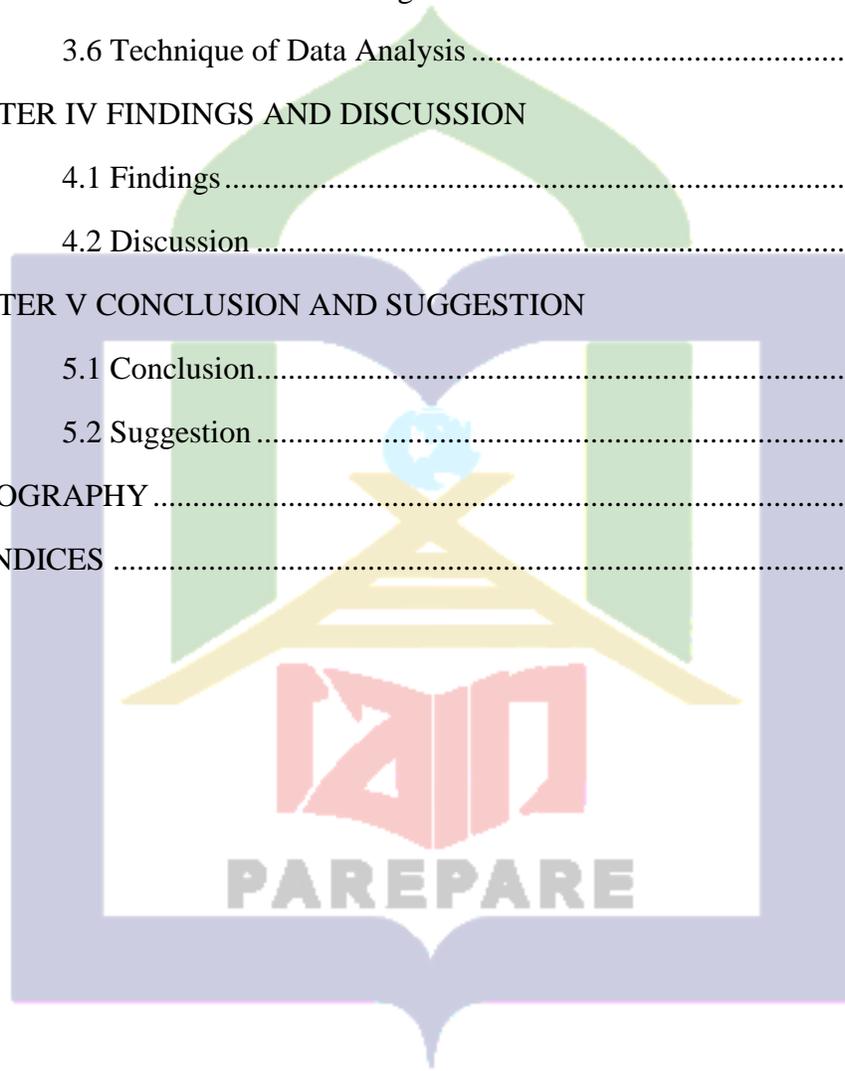
The result in this research was indicated that there was improvement of the students' reading comprehension. It was indicated by the students' mean score post-test (88,45) was greater than pre-test (51.00). Even, for the level significant (p) 5% and  $df = 19$ , and the value of table is 1.729, while the value of t-test is 19.60. It means that the t-test value was greater than t-table ( $19.60 \geq 1.729$ ). Thus, it can be conclude that the students' reading comprehension is significant better after getting the treatment. The students' response through the questionnaire also had calculated on the finding, the result showed all the students' answered positive and most of them got 50%-74.99%. The main score of the students was 71.45 from 20 students which was categorized responsive.

**Keywords:** *Reading Comprehension, Read, Encode, Annotate, and Ponder (REAP) Technique*

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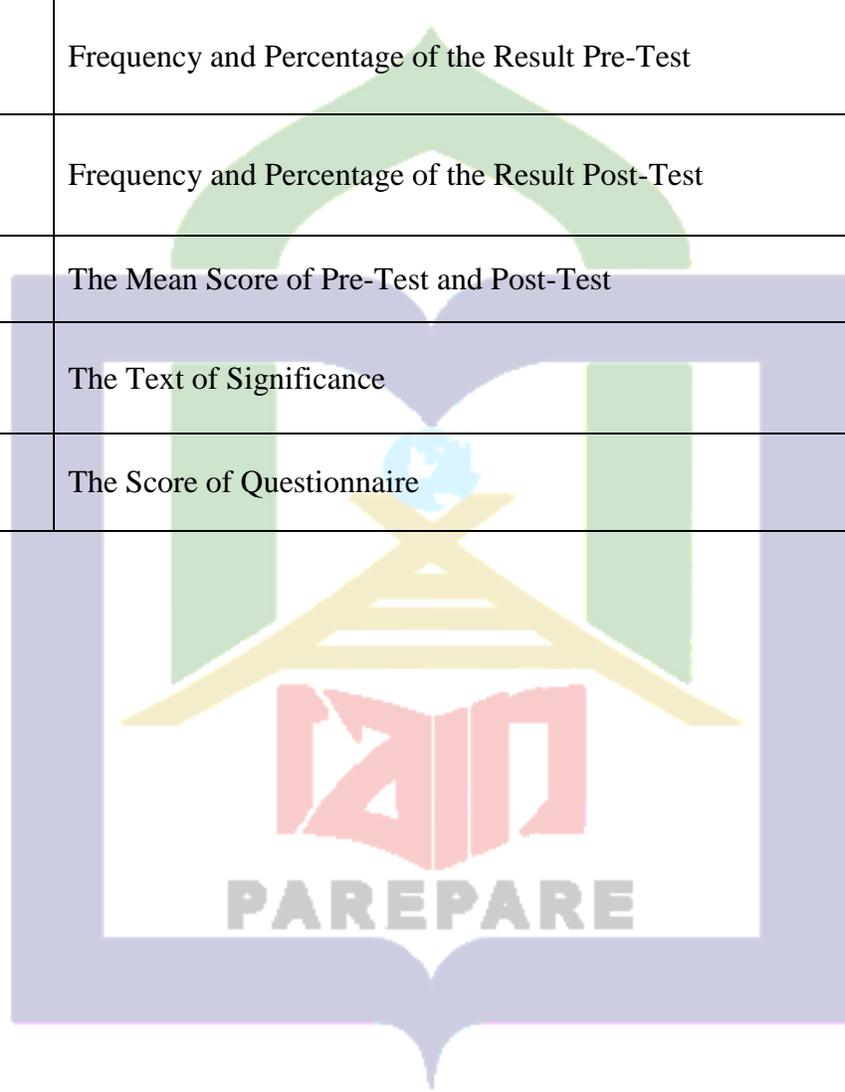
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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Reading is one of important aspects in learning English and it need to be improved. There are some reasons why reading very important to increase is; firstly, reading takes an important role in learning process because one of ways to get information is using reading and also it can facilitate the students to enrich their knowledge. Secondly, reading is not only to give information but also reading makes the students can pleasure and enjoy. The material must be interesting for the students so that the students can get best result from learning process of reading. But what happens now, there are many students have difficulties in reading text material. They cannot comprehend what they read and automatically they less some information because they have no skill in comprehending the texts material.

Reading for comprehension is skill involves absorbing the content of the text. The students cannot look for specific points only, but rather than it, we need to get and overall understanding of the text. Comprehension is much needed to understand the meaning of the text or written information.

In addition students need to master reading to communicate and receive some information (technology, science, education, economic, and politic). To be able to get all that information are usually found in written material like book, magazine, newspaper, paper, journal, article, blog, and social media. To get good understanding about the written materials above the students need to read it will and effectively.<sup>1</sup>

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<sup>1</sup>Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Logman, 2005), p. 203.

In fact, reading is not easy as people think, it is not easy to draw meaning from the text and interpret the information appropriately. Students will need to read the text two or three times to get the main idea of the text. All of these activities take time and many less motivated will make students give up.

Based on the observation in MTs Guppi Kaluppang Kab. Enrekang, considering that many students' difficulties in understanding and comprehending the text, difficult to take the content or the main idea in reading text. The researcher found that the students reading comprehension was poor and the students have low motivation in learning English base on the statement of the teacher. Many students got bored. They have limited vocabularies which make them have low motivation to read the text. The researcher focused used Reap, Encode, Annotate, and Ponder (REAP) technique that can help the students to understand and comprehend the text. The text used was narrative text in reading comprehension. In this research, the researchers purpose is to develop the students reading comprehension and motivate them in order to be more creative and active with REAP technique.

REAP is an acronym that stands for Read, Encode, Annotate, and Ponder. Tiemey, Readence, and Dishmer (1980) argues "REAP is alternative to Directed reading Activity and Guided Reading Comprehension". In REAP technique; the students learn to take the main idea of the text by following four steps. The first step is reading the whole text; the second is encoding the author's ideas in to their own word. The third step is annotated, in this step; the students take a note about what the ideas in a piece of paper. The note that they take should in their own language. The last step is pondering the annotation. In this step, the students ponder or make the

conclusion about what they have made in their annotation. The pondering activities can be done by thinking by themselves.<sup>2</sup>

Based on explanation above, the researcher conducted a research under the title “Improving Students’ Reading Comprehension through Read, Encode, Annotate, and Ponder (REAP) Technique at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang”.

## 1.2 Problem Statement

Based on the background above, the problem of research can be stated as follow:

- 1.2.1 Is Read, Encode, Annotate, and Ponder (REAP) able to improve students’ reading comprehension at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang?
- 1.2.2 How are the students’ respond toward the implementation of Read, Encode, Annotate, and Ponder (REAP) technique in improving reading comprehension at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang?

## 1.3 Objective of the Research

Based on the problem statement previously set out the report of this research aimed at finding out the following objective:

- 1.3.1 To find out whether Read, Encode, Annotate, and Ponder (REAP) technique can improve the students’ reading comprehension.
- 1.3.2 To know the students response toward Read, Encode, Annotate, and Ponder (REAP) technique in improving reading comprehension.

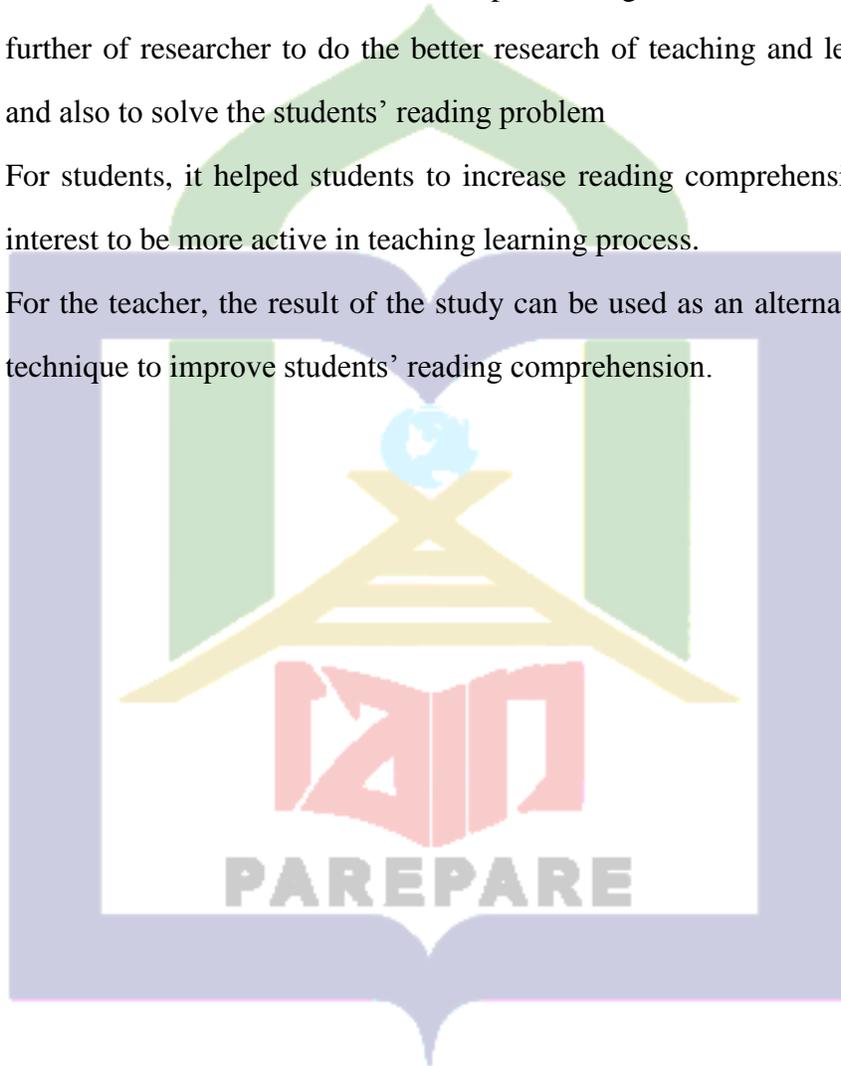
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<sup>2</sup>Robert j. Tierney, John E. Readence, Earnest K. Dishner. *Reading Strategies and Practices a Compedium*. Third edition (Boston London Sydney Taronto by Allyn and Bacon, 1985), p. 289.

#### 1.4 The Significance of the Research

The research result is expected to be able to give some benefits, such as following:

- 1.4.1 For the researcher, this researcher expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases and also to solve the students' reading problem
- 1.4.2 For students, it helped students to increase reading comprehension and their interest to be more active in teaching learning process.
- 1.4.3 For the teacher, the result of the study can be used as an alternative teaching technique to improve students' reading comprehension.



## CHAPTER II

### REVIEW AND RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

Many researchers have conducted research in relation to the students' comprehending English text as follows:

##### 2.1.1 The Concept of Reading

###### 2.1.1.1 Definition of Reading

Reading is one of the important skills in learning language, listening, speaking, and writing skills, the fundamental objective of reading activity is to find specified and detailed information to understand and to comprehend a passage. Hornby says reading is the way in which something is process or understood. So by reading something we can understand what the writer intends in her or his book.<sup>3</sup>

Reading is interaction of reader and text. It follows that to help students to improve their reading you must be able to identify various types of text which a student will encounter when studying your subject and various strategies of reading which he or she might adopt. Thus the question 'how should you read? Needs be broken down into specific question such us how do you read a pure math's text, a poem, a seventeenth-century diary, a legal document, or a biochemical journal?'. Underlying each of the specific questions is the question of goal of the read. Reading to get the feel of a topic is a very different process from reading for specific information.<sup>4</sup>

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<sup>3</sup>Hornby, *Oxford Advanced Learner's Dictionary* (USA: Oxford University Press).

<sup>4</sup>George Brown and Madeleine Atkins. *Effective Teaching in Higher Education* (Methuen: London New York, 1987), p. 173.

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.<sup>5</sup>

Olson and Diller stated the reading is an active and interactive activity to reproduce that word mentally and vocally and tries to understand the content of the reading text. It is important to bear in mind out is not an invariant skill. Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated.<sup>6</sup>

Pang S. Elizabeth states that reading is about understanding written text. It is a complex activity that involves both perception and though which consist of two related processes, word recognition and comprehension.<sup>7</sup>

Based on some definition above, the writer concluded that reading is a complex process of thinking to get meaning from printed materials and comprehension in order to receive ideas or information in a text. It means that reading is not only looking at word in the form of symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content to the get information.

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<sup>5</sup>Albert J. Harris And Edward R. Sipay, *How to Increase Reading Ability* (New York & London: Longman, 1980), p. 10.

<sup>6</sup>Hughes,J. M. *Teaching Language and Literacy K-6*. [Http://Www.Iched.Org/Cms/Scrpts/Page.Php?Site=Reading Procs](http://Www.Iched.Org/Cms/Scrpts/Page.Php?Site=Reading Procs), Accessed On Saturday 6<sup>th</sup> August 2016.

<sup>7</sup>Pang S. Elizabeth, *Teaching Reading and Educational Practice Series-12* (Switzerland; International Academy of Education, 2003), p. 6.

### 2.1.1.2 Kinds of Reading

There are three kinds of reading according to Nuttal<sup>8</sup> Christine as follow:

#### 1. Loudly reading

Reading aloud is important and the students should be thought to read aloud. Reading aloud is kind of reading where a reader expressed orally every word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in the passage.

A further classification of reading aloud is the devotion onto unison reading and individual reading. Reading is unison is done with whole group reading aloud together. The purpose of reading individually is to check pronunciation. Reading individually stimulates the students' ability to read, moreover, reading individually helps the teacher to find out who among the students has difficulty in reading.

#### 2. Silent reading

Silently reading reinforces the readers to find out the meaning of the words. This kind of reading leads the reader to have better comprehension. Silent reading is a skill to criticize what is written to discuss something means to draw inferences and conclusion as well as to express new ideas on the basic of what is read. To develop the students understanding in the silent reading, we give them short reading passage at the beginning and ask question after word.

#### 3. Speed-reading

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<sup>8</sup>Nuttal Christine, *Teaching Reading Skill in a Foreign Language* (London: Heineman International Publishing, 1982), p. 17.

Speed reading is used to improve speed comprehension in reading; this must run side by side with the main purpose of reading that is comprehension. It depends of the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.<sup>9</sup>

#### 2.1.1.3 The Reason for reading

##### 1. Reading for Information

The gathering of information a basic understanding of what is being talked about. Be aware that this basic will not necessarily be called on again; once we know this information. The first reading is often the most difficult because of the quantity of new information. If you set yourself question with which to guide your reading. And keep in them in mind so that we know why we are reading, we will find that more reading we do, the easier it becomes.

##### 2. Reading for pleasure

Reading for pleasure is done without other people. The purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain in other words.

Based on explain above, reading for information is read something to get information of the book while. Reading is pleasure is read something to challenge the knowledge without people.

#### 2.1.1.4 The Phases of Reading

There are three phases technique in reading<sup>10</sup>, they are:

##### 1. Pre-reading Activities

<sup>9</sup>Nuttal Christine, *Teaching Reading Skill in Foreign Language*, p. 17

<sup>10</sup>Villanueva de debate, Elba, *Applying Current Approaches to the teaching of Reading English Teaching* (From: Argentina, 2006), p. 11.

At this important stage the teacher should make sure that students have the relevant schema for understanding a text. This is achieved by having students think, write and discuss everything they know about the topic, employing techniques such as prediction, semantic mapping, and reconciled reading.

## 2. While Reading

The stage requires the teacher to guide and monitor the interaction between the reader and the text and giving time to the students' to compile new vocabulary and important information and details, and to summarize information and their reactions and opinions.

## 3. Post-reading

Post reading activities are such as activities to use correlate the students gaining knowledge or information after reading the text and their prior knowledge. Some activities that can use in this phase:

- Discuss the story gained.
- Noted the important points in the story.
- Able to retell the story.

### 2.1.1.5 Purposeful Reading

Most reading authorities regard meaningful, purposeful reading as a major factor in promoting comprehension. The ability of the reader to establish a purpose when reading and sets the limit for completing the job efficiently. A major vehicle for teachers to utilize in fostering growth in purposeful reading is the proper framing of classroom questions in relation to the desired reading comprehension outcome. Providing children n with specific questions prior to reading helps engage them in

learning, direct their purposes for reading, and regulate their depth and rate of reading.

Many teachers are unaware of the power they possess in influencing the level of thinking that occurs in their classrooms. Classroom observations reveal that teachers bombard students with a great number of questions every day. Shiman and Nash (14) reported a study by Sarason that indicated that while elementary teachers thought they asked between 12 and 20 questions in a thirty – minute time span, the actual number ranged from 45 to 150. The fact that these teachers underestimated the number of questions they asked suggests that little thought was given to either the kinds of questions asked or the pupils' responses. Primary level pupils and older pupils who are in the early stages of learning to read are often devoting most of their attention to word identification. As a result they are not giving their full attention to getting meaning. This is not to suggest that these children cannot comprehend, but the teachers must be certain that what children are reading is purposeful and meaningful to them. Application of word identification skills in context not only allows for meaningful practice, but allows pupils to use all available cues to get meaning.<sup>11</sup>

#### 2.1.1.6 Teaching Reading

Teaching reading is a major challenge facing teachers. This text is intended to meet the needs of students in an elementary reading methods course. Its goal is to help the students to prospective or practicing reading develop the necessary knowledge, skills, and teaching strategies to turn your pupils into better readers.<sup>12</sup>

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<sup>11</sup>Arthur w. Heilman, Timothy R. Blair and William H. Rupley, *Principles and Practices of Teaching Reading* (Columbus: Toronto London Sydney, 1981), p. 247.

<sup>12</sup>Alexander, et al. *Teaching Reading* (USA: Little Brown, 1979), p. 5.

Teaching reading is to bring students in contact with the mind great authors, with the written account of their experiences as Gray in Parel and Jane's statements.<sup>13</sup> Kimbel and Garmezy in brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving interaction, guiding in the study of something, providing knowledge, and causing to know or understand.<sup>14</sup>

Teaching is a part of education. Teaching is an activity to make interaction between teacher and the students. In teaching process the students must be active in the class to develop their knowledge and to achieve their purpose. The teaching process does not depend on the students (student centered) but the teaching as a process is directed to the goal oriented from students and teacher. In a teaching process, a teacher needs to create a purpose clearly. A teacher should be involved in the process of teaching, such as: planning, collecting sources, giving motivation, giving a help, and improve some errors to reach the purposes of their teaching.<sup>15</sup>

“According to Ninan, many reading instruction programs more emphasize in testing reading comprehension than teaching readers how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of correct and checking that the reader is making the necessary adjustments when meaning is not obtained.”<sup>16</sup>

Based on the research above, that reading comprehension is not important to be able to find the main idea of a reading text and more important to teach readers how to understand monitoring understanding for the success of reading.

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<sup>13</sup>Parel and Jain, *English Language Teaching* (Jaipur: Surnise Publisher, 2008), p. 114.

<sup>14</sup>Douglas, *Principles of Language and Teaching* (New York: Pearson Education, 2008), p. 75.

<sup>15</sup>Alexander, et al., *Teaching Reading*, p. 37.

<sup>16</sup>Ninan, *Language Teaching Methodology* (Sydney: Prentice Hall, 2003), p. 75.

## 2.1.2 The Concept of Reading Comprehension

### 2.1.2.1 Definition of Reading Comprehension

Reading comprehension is an essential factor to be developed, because the students cannot catch the idea of the writer through reading material if the students do not understand what they have read. Reading comprehension is a complex set of different skills and types of knowledge that are activated in nearly simultaneous process. Comprehension is special kind of thinking process the reader comprehends by actively constructing meaning internally from interacting with the material that is read.<sup>17</sup>

There some experts' statements about reading comprehension. Jeniffer Serravallo stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind the text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make prediction about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.<sup>18</sup>

Reading comprehension is not just reading with a loudly voice but reading established to understand the meaning of words, sentences, and paragraph sense relationship among the ideas if a student's just read loudly and cannot understanding the content of the text means that he fails in comprehension.

In addition, reading comprehension is very important because it may be tested by a passage which is to be translated into good English, or by question based on the

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<sup>17</sup>Anderson and Pearson, *A Schema-theoretic View of Basic Processes in Reading Comprehension* (New York: Longman, 1984), p. 1.

<sup>18</sup>Junnifer Serravallo, *Teaching Reading in Small Group* (USA: Heinemann, 2010), p. 43.

content of a passage. In this case the passage is not translated, the question being asked in the foreign language and the students answering in English.<sup>19</sup>

Anderson and Persson in burns stated the reading comprehension depends on many factors namely:

1. That readers' ability to attend to printed ideas.
2. The readers' background knowledge to which new information
3. The quality of the writing it self
4. The readers' purpose in reading the materials<sup>20</sup>

Based on the theoretical description above, the researcher concludes that reading comprehension is an ability of capacity for comprehending and understanding reading material to get information from them. Reading comprehension is the ability to understand a written passage of text, comprehension is the bridge from passive reading to active reading.

#### 2.1.2.2 Techniques of Improving Reading Comprehension

There are some techniques the able to help the students to improving the reading skill as follow:

##### 1. Pre-reading

Pre-reading is technique a reader uses before students begins to read the material which will improve the students' comprehension and recall the students. Morgan said that "pre-reading involves looking only at those parts of the reading material."

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<sup>19</sup>Tara Chand Sharma, *Modern Methods of University and Collage Teaching*, First Edition (New Delhi: Sarup& Sons, 2001), p. 247.

<sup>20</sup>Haris A.J.E & Sipay.E.R. *How to Increase Reading Ability* (New York: Longaman inc,1975), p. 160.

## 2. Speed

Speed is often important when we are reading, we may have a lot of to read but not much time, for this kind of reading we usually do not now and remember the information from the book we read. So in this case we need one technique of reading namely speed.

## 3. Skimming

Skimming is high technique of reading which needed a special skill. It is done when a reader wishes to cover only the most important information or the main idea of the meaning material in a hurry or short time. The reader does not need to spend much time to read every word, phrase, sentence or paragraph, they just quickly across and down a page to find the specific information.<sup>21</sup>

### 2.1.2.3 Some skills of Reading Comprehension

In comprehension a reading passage, one need to be matter some skills, some skills of reading comprehension divide into four categories. They are:

#### 1. Literal Comprehension

Literal comprehension represents the ability to obtain a low level type of understanding by using only information explicitly stated. This category requires a lower level of thinking skills than the other three levels. Answers to literal questions simply demand that the pupil recall what the book says.

#### 2. Interpretation

Interpretation is the next step in the hierarchy. This category demands a higher level of thinking because the questions are concerned with answers not directly stated

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<sup>21</sup>Simon Miles, *Developing Reading Skill* (New York: Random House, 1985), p. 37.

in the text but suggested or implied. The readers must have problem solving ability and be able to work at various levels of abstraction.

### 3. Critical Reading

Critical reading is at a higher level than the other two categories because it involves evaluation, the making of a personal judgments, a reader must be able to collect, interpret, apply, analyze, and synthesize the information. Critical reading includes such skills as the ability to differentiate between fact and opinion, the ability to differentiate between fantasy and reality, and the ability to discern propaganda techniques.

### 4. Creative Reading

Creative reading uses divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the reader tries to come up with new or alternate solutions to those presented by the writer.<sup>22</sup>

#### 2.1.3 The Concept of REAP (Read, Encode, Annotate, and Ponder) Technique

##### 2.1.3.1 Definition of REAP

REAP is an acronym for read, encode, annotate, and ponder (Eanet & Manzo, 1976), was among the earliest strategies developed to stress the use of writing as a means of improving thinking and reading. REAP does so by teaching students a number of ways to annotate, or write short critiques of, what they have read. The various annotations serve as alternative perspectives from which to consider and evaluate information and ideas.<sup>23</sup>

<sup>22</sup>Rubin, Dorothy. *Diagnosis and Correction in Reading Instruction* (Canada: 1982 ), p. 208.

<sup>23</sup>Anthony Manzo & Ula Casale Manzo, *Content Area Reading a Heuristic Approach* (Columbus Toronto London Melbourne Merrill Publishing Company, 1990), p. 221.

REAP is a technique that develops independent reading skill by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. REAP technique is an annotation technique to increase reading and writing skill. Annotating has several benefits. Besides making text more meaningful, annotating improves student attention while reading and makes reading a more active process.<sup>24</sup>

REAP is primarily a cognitive-enrichment approach that teaches students to think more precisely and deeply about they read. By following the four steps strategy symbolized by is title:

1. R (Read) : The first step is read to get the writer's basic message
2. E (Encode) : The second step is encoding the message by translating it into your own language.
3. A (Annotate) : the third step is annotating your analysis of the message by writing responses from several perspectives.
4. P (Ponder) : the last step is ponder what you have read and written-first by reviewing it yourself, then by sharing and discussing it with others, and finally by reading and discussing the responses of others.<sup>25</sup>

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<sup>24</sup>Supriyantini, "Using Read Encode Annotate and Ponder (REAP) technique to increase Reading Comprehension": a Case of the Eleventh Grade Students of MA Negeri 6 Semarang in Academic Year 2014/2015 (Published by Universitas PGRI Semarang, 2015) Vol. 6. P 97.

<sup>25</sup>Supriyantini, "Using Read Encode Annotate and Ponder (REAP) technique to increase Reading Comprehension": a Case of the Eleventh Grade Students of MA Negeri 6 Semarang in Academic Year 2014/2015, Vol. 6. p. 97.

### 2.1.3.2 Purpose of REAP

The purpose of the Read, Encode, Annotate, Ponder (REAP) strategy (Eanet and Manzo 1976) is to develop in students a greater understanding of the author's role in writing and to improve their reading comprehension. REAP helps students build a bridge between the science text and their own words to enable them to communicate their understanding of the text.<sup>26</sup>

The purpose of REAP is to give students a fresh way to think while reading to get message and guided practice will help the students in increasing reading comprehension. In short, REAP technique helps students to understand the reading materials since they read it.<sup>27</sup>

The REAP technique (Eanet and Manzo 1976) is designed to: (1) improve the comprehension abilities of readers by helping them synthesize an author's ideas into own words and (2) develop students' writing ability as an aid for future study and recall of ideas they acquire through reading.

### 2.1.3.3 Rationale of REAP

The REAP (Read, Encode, Annotate, Ponder) technique starts from the premise that readers comprehend best when asked to communicate the ideas gleaned from a passage they have read. REAP is conceived as an alternative to the directed reading activity and the guided reading procedure, described earlier in this text.

Specifically, the REAP technique actively involves readers in processing the ideas an author has set down in print. The purpose is for readers to communicate and

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<sup>26</sup>Sarah Kartchner Clark, *Writing Strategies for Science* (USA: Shell Education, 2007), p. 149.

<sup>27</sup>Supriyantini, "Using Read Encode Annotate and Ponder (REAP) technique to increase Reading Comprehension": a Case of the Eleventh Grade Students of SMA Negeri 6 Semarang, Vol.8. p. 97-98.

own words an understanding of the text and discuss those ideas with others. In this way the readers internalize a text-based understanding. It is perceived that this internalization enhances meaningful processing and choose ideas, thus crystallizing the reader's own thinking concerning the author's message.

REAP use writing as a vehicle to translate an author's ideas into the reader's own words, so this strategy also serves to enhance the writing skills of students. In addition, these written translations may serve as the basis for continued study or for review of an author's ideas. Thus REAP, requiring active involvement with print, can encourage students' maturity and independence in reading.<sup>28</sup>

#### 2.1.3.4 Description of the procedure

The REAP technique consist of four stages:

R – *Reading* to discover the author's ideas

E – *Encoding* the author's ideas into one's own language

A – *Annotating* those ideas in writing for oneself or for sharing with others

P – *Pondering* the significance of the annotation.

#### 2.1.3.5 How to Use REAP

Using Read, Encode, Annotate, and Ponder (REAP) technique is able to elaborate by the following explanations:

a) Read and understand the author's ideas.

The students are provided a text and they have to read it, after they have read the text, have them discuss the concept of the text with the partners, small groups, or in a whole class discussion.

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<sup>28</sup>Robert J. Tierney, John E. Readence, Ernest K. Dishner. *Reading Strategies and Practices a Compendium*. Third edition (Boston London Sydney Taronto by Allyn and Bacon, 1985), p. 289.

b) Encode the author's words into their own words.

The students must put their own words what the passage says. They should be able to do this without having materials as they having to read the materials as the talk about it. They should become familiar enough with the text to discuss in comfortably.

c) Annotate what they are reading.

The students must prompt with these questions:

- a) What is the author's opinion on the subject? How can you tell?
- b) What is the problem being presented in the text? What are some possible solutions?
- c) What is author's purpose or intension?
- d) Pondering means that the students must think about what they have written. They are able to give conclusion by discussing and answering the questions.<sup>29</sup>

## 2.2 Previous Research Finding

Many researchers have conducted research in relation to the syudents' comprehending English text as follows:

Supriyantini in her research "*Using Read Encode Annotate and Ponder (REAP) technique to increase Reading Comprehension: a Case of the Eleventh Grade Students of SMA Negeri 6 Semarang*", said that the use of Read, Encode, Annotate, and Ponder (REAP) Technique could improve students' reading comprehension. The improvement of the students' reading comprehension could be seen from the mean score of the t-test result is 7.5

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<sup>29</sup>Supriyantini, "Using Read Encode Annotate and Ponder (REAP) technique to increase Reading Comprehension": a Case of the Eleventh Grade Students of SMA Negeri 6 Semarang, Vol. 8. p. 98.

with 5% significant level; the t-table is 2.00. It is stated that  $t_o > t$ -table or  $7.5 > 2.00$ . It means that t-value was higher than the t-table in statistically.<sup>30</sup>

Fera Zasrianita in her research "*Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students Reading Comprehension (A Classroom Action Research at English Grade Students in MTSN 1 Kota Bengkulu in Academic years 2016)*". Said that the use of Read, Encode, Annotate, and Ponder (REAP) Technique could improve students' reading comprehension. It was proved by mean score improvement of reading test from pre assessment was 55,1, cycle 1 was 70,5 and cycle 2 was 78,7, and the student's score in post assessment was 82,2.<sup>31</sup>

Fitra Mutia, "*Applying Read, Encode, Annotate and Ponder (REAP) Technique to Develop Reading Comprehension of the Grade X Students*", said that it improved students' attention when they were asked to read a narrative text. It can be seen by the mean score of post-test in experimental group (83.61) and in control group (68.46).

Based on previous related findings above, the researcher could conclude that increasing reading comprehension of students by using REAP technique can improve students' understand in reading. The researcher wants to make students able to understand the main idea of a reading text and the students will be more interested in learning by reading. In this research, the researcher uses the experimental method.

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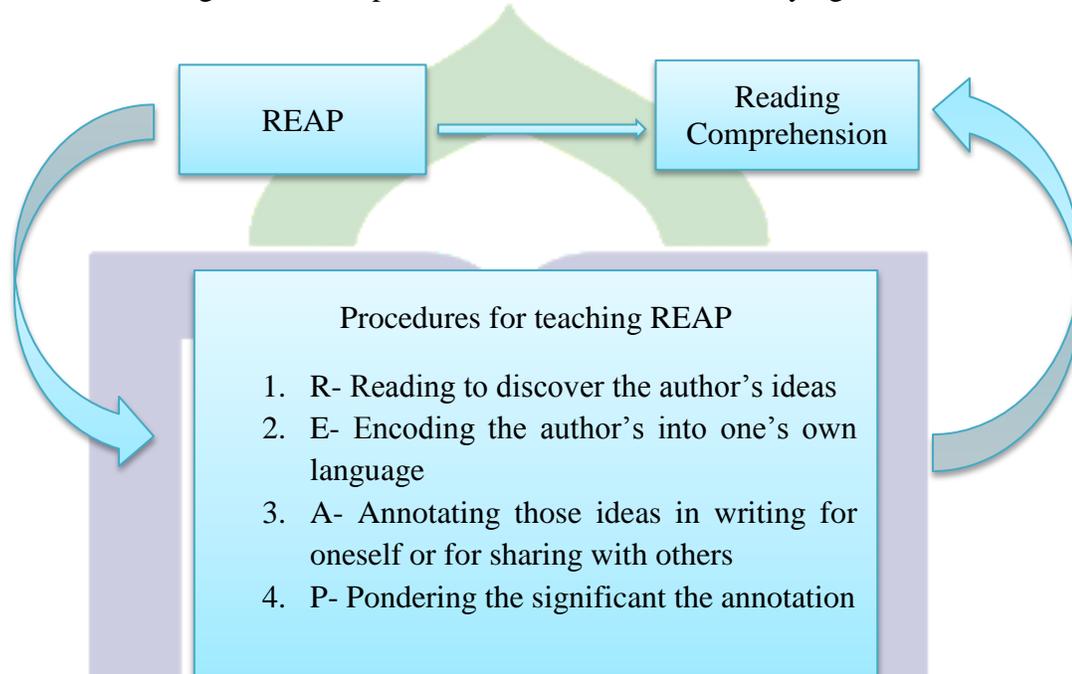
<sup>30</sup>Supriyantini, "Using Read Encode Annotate and Ponder (REAP) technique to increase Reading Comprehension": a Case of the Eleventh Grade Students of SMA Negeri 6 Semarang (Unpublished Skripsi Universitas of PGRI Semarang, 2017).

<sup>31</sup>Fera Zasrianita, "Using of Reading, Encoding, Annotating, and Pondering (REAP) Technique to Improve Students Reading Comprehension: A Classroom Action Research at English Grade Students in MTSN 1 Kota Bengkulu in Academic years 2016" (Unpublished Skripsi IAIN Bengkulu, 2016).

So, the researcher tries to use REAP technique that would be useful for teaching reading.

### 2.3 Conceptual Framework

Following is the conceptual framework which is underlying this research



### 2.4 Hypothesis

Based on the review of literature and conceptual framework, the researcher formulates the following hypothesis:

$H_1$ : There is significant difference between improving reading comprehension through Read, Encode, Annotate, and Ponder (REAP) technique at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang.

$H_0$ : There is no a significant difference between improving reading comprehension through Read, Encode, Annotate, and Ponder (REAP) technique at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang.

## 2.5 Definition of Operational Variable

### 2.5.1 Variable of Research

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.<sup>32</sup>This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below.

2.5.1.1 Independent variable (X) is a variable which influences or causes an effect to the dependent variable. Independent variable of the research is teaching by using REAP technique.

2.5.1.2 Dependent variable is variable that is influenced by the independent variable. The dependent variable of this research is the improvement of students reading comprehension.

### 2.5.2 Operational Definition

2.5.2.1 REAP technique (Read, Encode, Annotate, and Ponder) is a learning technique in reading comprehension to understand the main ideas of a reading text through four stages, namely Read, Encode, Annotate, and Ponder.

2.5.2.2 Reading comprehension is not just read with aloud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly but cannot

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<sup>32</sup>Christophe L. Heffner, Defining Variable [allpsych.com/researchmethods/definingvariables/](http://allpsych.com/researchmethods/definingvariables/) (accessed on 22<sup>th</sup>, January 2019).

understand the content of the passages, it means they fail in comprehending the passage.



## CHAPTER III

### RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

#### 3.1 The Research Design

In conducting of the research, the researcher would use pre-experimental with pre-test and post-test design. The students would be given pre-test, treatment and post-test. It purpose to know whether using the Read, Encode, Annotate, and Ponder (REAP) technique. The following is the formula:

$O_1$	$X$	$O_2$
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Where:

$O_1$  = Pre-test

$X$  = Treatment for the experimental

$O_2$  = Post-test<sup>33</sup>

From the description above, it can be seen that both of the groups gave pre-test in the beginning of the research. Then, the treatments gave four meetings before implementing the post-test. This is to find out whether the students who would the treated by using REAP could achieve greater score than those who are treated by using conventional technique.

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<sup>33</sup>Gay, L. R, *Education Research Competencies for Analysis and Application*. Second Edition (Columbus, Ohio, Charles E. Meril Publishing, 1981), p. 20.

### 3.2 Location and Duration of the Research

The location of the research took a place at the eighth grade of MTs Guppi Kaluppang Kab. Enrekang. The researcher used the quantitative research that had need times to collect and analyze data. So, the researcher used more than one month for collecting the data.

### 3.3 The Population and Sample of the Research

#### 3.3.1 Population

The population of the research is the eighth grade of MTs Guppi Kaluppang Kab. Enrekang. Consist of class VIII A and VIII B. The totals of population are 41 students.

Table 3.1 the total students of MTs Guppi Kaluppang Kab. Enrekang

No	Class	Male	Female	Total
1	VIII A	7	13	20
2	VIII B	6	15	21
Total				41

(Source: Administration of MTs Guppi Kaluppang Kab. Enrekang)

#### 3.3.2 Sample

The sample was taken by random sampling. The researcher took class VIII A which consists of 20 students as the sample of this research. There are several reasons to take this class as a sample, the variety of students ability might be the first reason. Besides that, in this class level of reading of this student in this class still low in reading comprehension.

### 3.4 The Instrument of the Research

The instrument of this research is reading test and questionnaire. The kind of the test that used in this research is multiple choice and True or False options. In this research, the students tested before giving treatment that is called pre-test, while the post-test intend to know the students' reading comprehension after giving the treatment. After gives post-test the researcher gave questionnaire to know the students' responses toward Read, Encode, Annotate, and Ponder (REAP) technique.

### 3.5 The Procedure of Collecting Data

The procedures of collecting data as follows:

#### 1. Pre-test

Before reSsearcher giving a treatment, pre-test administrated the students by giving them some reading text. After giving the pre-test the next time the researcher gave the students treatment.

#### 2. Treatment

The researcher gave the treatment to the students and gave some material that interesting to the students. Knowing the treatment of this research, the researcher conducts for four meetings and each meeting the students find different theme of the text. After giving the pre-test, the researcher gave the treatment for four meetings. By the following procedures:

- a) The researcher gave greeting to the students to open the class
- b) The researcher gave motivation to the students
- c) The students pay attention to the material presented by researcher
- d) The researcher divided the students into five groups
- e) The researcher gave material about reading test

- f) The researcher ask one of the students from the group representative to read the text
  - g) The researcher asks students to find the main idea of the story
  - h) The students translated into their own language
  - i) The students wrote notes about what the main ideas in the story and sharing with the others
  - j) The students analyzed the story of the text that has been read and discuss with groups
  - k) The students summarized the reading text that has been given with the group using their own words
  - l) The students answered the question
  - m)The researcher invited one by one from the group's representatives to present a summary or conclusion of reading text and answer the questions in front of the class
  - n) The researcher would close the class.
3. Treatment of experiment
- a) The first Meeting

In the first meeting the researcher gave motivation about the importance of English to the students before giving material. After that researcher introduced the material or one of the techniques that can be used to improve reading comprehension namely REAP (Read, Encode, Annotate, and Ponder) technique. Then, researcher gave material about "Snow White". And then, the researcher closed the meeting.

b) The second Meeting

In the second meeting the researcher gave material about “True Friend”, to know the extent of the level to understanding the students in reading text after the application of the REAP (Read, Encode, Annotate, and Ponder) technique. After that, the researcher closed the meeting.

c) The third Meeting

In this meeting, researcher gave material about “The Rabbit and the Bear”, to know the extent of the level to understanding the students in reading text after the application of the REAP (Read, Encode, Annotate, and Ponder) technique. And then, the researcher closed the meeting.

d) The four Meeting

In this meeting the researcher gave material about “The Fox and the Cat” to know the extent of the level to understanding the students in reading text after the application of the REAP (Read, Encode, Annotate, and Ponder) technique. And then, the researcher closed the meeting.

4. Post-test

After giving the treatment, the researcher gave the students post-test to find the result of the treatment to measure students. Through **REAP** technique; the researcher gave some test reading text especially for narrative text.

5. Questionnaire

The researcher gave the questionnaire to find out the students’ response in learning reading by using Read, Encode, Annotate, and Ponder (REAP) technique. This questionnaire gave to the students in during the process of collecting data and they would choose answer based on their own decision.

### 3.6 Technique of Data Analysis

The data is collected through the data analysis. This quantitative analysis employs statistical calculation to test the hypothesis. The data obtained from reading test it involves result of the student's assignment. To analyze the data from the result of the students of this research, some formulates apply in this research and the researcher uses formulas as follow:

1. Scoring the students' correct answer of pre-test and post-test by using a formula:

$$\text{score} = \frac{\text{Student's correct answer}}{\text{The total number of item}} \times 100$$

2. Classifying the score of the students into five levels as follows:

Table 3.2 Classification the students' reading comprehension

No	Score	Classification
1	80 – 100	Very Good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	≤ 39	Very poor <sup>34</sup>

(Source: *Dasar-dasar Evaluasi Pendidikan*)

3. Finding out the mean score by using the following formula:

$$x = \frac{\sum x}{n}$$

Where:

X = Means Score

Σ X = the total number of the score

N = Total number of subjects<sup>35</sup>

<sup>34</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edition of Revision* (Cet. X; Jakarta: Bumi Aksara, 2009), p. 245.

<sup>35</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 298.

4. Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F= frequency

N= total of number of sample<sup>36</sup>

5. Calculating the standard deviation of score by using the formula:<sup>37</sup>

Where:

$$SD = \sqrt{\frac{\sum x^2 - (\sum x)^2}{N - 1}}$$

SD = Standard deviation

$\sum x^2$  = The sum of score

$(\sum x)^2$  = The square of the sum of score

N = The total number of subject

6. Finding out the difference of the mean score between pretest and posttest by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

<sup>36</sup>Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p.43.

<sup>37</sup>Gay.L.R. Educational research: *Competencies for Analysis and Application* Eight Edition, 2006, p. 297-298.

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\Sigma D$  = the sum of the total score

$\Sigma D^2$  = the square of the sum score of difference

N = the total sample.

## 7. The formula of questionnaire

a) To know the students responses, the researcher give the questionnaire to the students.

The questionnaire of this research employs 20 questions which consist 10 positive and 10 negative statements. The statements about using to improve students' reading comprehension. The percentage of the students answer by using REAP technique formula of liker scale as followed:

Table 3.3 the percentage of the students' answer by using liker scale below:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly Disagree (SD)	1	Strongly Disagree (SD)	4 <sup>38</sup>

Therefore if a student answer the ten positive statements with strongly agree and with all ten negative ones with strongly disagree can get 80 and if a student answer the ten positive statements with strongly disagree and ten negative statement

<sup>38</sup>L.R. Gay. *Educational Research Competences for Analysis and Application*, Second Edition (Columbus: Charles E. Merrill Publishing Company, 1981), p. 331.

with strongly agree, it is gotten twenty score. The questionnaire get four categories, the interval was used to determine category is  $100:4=25$ .

b) The rating score of response category as followed:

Table 3.4 the followed interpretation criteria for the score based on intervals:

No.	Category	Number
1	Very Responsive (very positive)	75% - 100%
2	Responsive (positive)	50% - 74.99%
3	Did not Responsive (negative)	25% - 49.99%
4	Very not Responsive (very negative)	0% - 24.99% <sup>39</sup>

#### 8. Hypothesis Statistic

In principle, the hypothesis being tested is the statistical hypothesis which describes the research hypothesis, the actual hypothesis tested in the study is the statistical hypothesis. Statistical hypotheses are derived from research hypotheses.

the hypothesis is as follows:

$$H_0: \mu_x - \mu_y = 0$$

$$H_a: \mu_x - \mu_y \neq 0$$

<sup>39</sup>Riduan dan Akdon, *Rumus dan Data dalam Analisis Statistika*, p.18.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consisted of two sections; they are findings of the research and discussion of the findings. The researcher analyzed the data that is obtained through the result of pre-test and the result of post-test. The finding of the research deals with the percentage and frequency of the students' mean score and the test of significance the discussion deals with the explanation about findings.

#### 4.1 Findings

In collection the data of reading comprehension was administrated in pre-test and post-test. The pre-test was given before treatment, which aimed to know the students' prior knowledge before treatment and post-test was given after treatment to know the students' achievement.

##### 4.1.1 The result of pre-test and post-test

This part presents the result of the students' reading comprehension. The rate percentage and frequency of the students score.

The percentage was acquired by the students in pre-test reading comprehension. It has been mention in the previous chapter that after analyzed the score into percentage. The score was classified into five levels as follow:

Table 4.1 Frequency and Percentage of the result Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	80-100	-	-
2	Good	66-79	1	5%
3	Fair	56-65	-	-
4	Poor	40-55	19	95%
5	Very Poor	≤39	-	-
Total			20	100%

(Source: *Dasar-dasar Evaluasi Pendidikan*)

Based on the table above, show that the rate percentage of the students score of the students' reading comprehension before treatment was poor, because most of them in the poor classification.

Table 4.2 Frequency and Percentage of the result Post-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	80-100	18	90%
2	Good	66-79	2	10%
3	Fair	56-65	-	-
4	Poor	40-55	-	-
5	Very Poor	≤39	-	-
Total			20	100%

(Source: *Dasar-dasar Evaluasi Pendidikan*)

Based on the table above, it shows that the percentage of students' score achievement reading comprehension in post-test is varied. Eighteen students in very good classification and the other in the good.

4.1.1.1 The mean score of pre-test and post-test was tabulated as follow:

Pre-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1020}{20} = 51$$

Post-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1769}{20} = 88.45$$

4.1.1.2 The standard deviation of the students' pre-test and post-test was tabulated as follows:

Standard deviation of pre-test

$$\begin{aligned}
 SD &= \frac{\sqrt{\sum X^2 - \frac{(X)^2}{N}}}{N - 1} \\
 &= \frac{\sqrt{52950 - \frac{(1020)^2}{20}}}{20 - 1} \\
 &= \frac{\sqrt{52950 - \frac{1040400}{20}}}{20 - 1} \\
 &= \frac{\sqrt{52950 - 52020}}{19} \\
 &= \frac{\sqrt{930}}{19} \\
 &= \sqrt{48.947} \\
 SD &= 6.996
 \end{aligned}$$

This score is showed the standard deviation of pre-test was 6,996. The next step is to find out the standard deviation of post- test.

Standard deviation of post-test

$$\begin{aligned}
 SD &= \frac{\sqrt{\sum X^2 - \frac{(X)^2}{N}}}{N - 1} \\
 &= \frac{\sqrt{157523 - \frac{(1769)^2}{20}}}{20 - 1} \\
 &= \frac{\sqrt{157523 - \frac{3129361}{20}}}{20 - 1}
 \end{aligned}$$

$$= \frac{\sqrt{157523 - 156468.05}}{19}$$

$$= \frac{\sqrt{1055.95}}{19}$$

$$= \sqrt{55.524}$$

$$SD = 7.451$$

Based on the calculation above, it is showed that the result of the standard deviation of post-test was 7,451.

Table 4.3 The Mean Score of Pre-test and Post-test.

No	Test	Mean Score	Standard Deviation
1	Pre-test	51	6.996
2	Post-test	88.45	7.451

From the result above shows that the mean score obtained by the students was very different. The result of post-test was higher than the pre-test. It's proved by the mean score of the post-test 88.45 while the mean score of pre-test 51. Standard deviation of the students on pre-test was 6.996 and standard deviation of the students on post-test was 7.451. It means that after giving treatment by using Read, Encode, Annotate, and Ponder (REAP) technique, the student's score obtained improved.

The result of T-test and T-table value was analyzed as follow:

Find out D

$$D = \frac{\sum D}{N}$$

$$D = \frac{749}{20}$$

$$D = 37.45$$

The calculation of the T-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{37.45}{\sqrt{\frac{29443 - \frac{(749)^2}{20}}{20(20-1)}}$$

$$t = \frac{37.45}{\sqrt{\frac{29443 - \frac{561001}{20}}{20(19)}}$$

$$t = \frac{37.45}{\sqrt{\frac{29443 - \frac{561001}{20}}{380}}}$$

$$t = \frac{37.45}{\sqrt{\frac{29443 - 28050}{380}}}$$

$$t = \frac{37.45}{\sqrt{\frac{1393}{380}}}$$

$$t = \frac{37.45}{\sqrt{3,665}}$$

$$t = \frac{37.45}{1.91}$$

$$t = 19.60$$

From the calculation above the researcher got the T-test value was 19.60.

Table 4.4 the Text of Significance

Variable	T-Test	T-Table Value
Pre-test and Post-test	19,60	1.729

Based on data above the t-test was greater than t-table value. It indicated that there was significance difference between the result students' pre-test and post-test after given treatment by using Read, Encode, Annotate, and Ponder (REAP) technique.

#### 4.1.1.3 Hypothesis Statistic

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N - 1 \\ &= 20 - 1 \\ &= 19 \end{aligned}$$

$$\alpha = 1.729 \text{ and t-test } 19.60$$

The statistical hypothesis in this research as follow:

1. If t-table value is higher than t-test value. H<sub>0</sub> is rejected, it means that the use of Read, Encode, Annotate, and Ponder (REAP) technique not able to improve students' reading comprehension.
2. If t-test value is higher than t-table value. H<sub>1</sub> as rejected fail, it means that the use of Read, Encode, Annotate, and Ponder (REAP) technique able to improve students' reading comprehension.

For the level of significance (p) 5% and df = 19 then the value of the t-table 1.729 while the value of t-test is 10.60. It means that the t-test value is greater than t-table (1.729 < 19.60). So, the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (The Use of REAP technique able to improve students' reading

comprehension) is accepted. Based on the result of data analysis, the researcher concluded that applying REAP technique able to improve students' reading comprehension.

4.1.2 The students' response toward the implementation of REAP technique to improve students' reading comprehension.

The questionnaire was distributed to the students to know their responses the implementation of REAP technique in learning process. The student was given 20 questions with 10 positive and 10 negative.

The response of students using questionnaire to the implementation of REAP technique to improve students' reading comprehension. This result of percentage as follows:

Table 4.5 the Score of Questionnaire

No	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	2	Total	
	0	1	2	3	4	5	6	7	8	9	0											
1	4	4	4	3	4	4	3	3	4	4	3	4	3	3	4	3	3	4	4	4	72	
2	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	77
3	3	4	4	4	4	4	3	3	4	4	4	4	3	4	4	3	3	4	4	4	4	73
4	4	4	4	4	3	3	4	3	4	4	4	4	4	4	3	3	3	1	2	3	68	
5	3	4	3	4	4	4	4	4	4	3	4	4	4	4	4	3	3	4	4	3	74	
6	3	4	4	4	4	4	3	4	4	4	4	3	3	3	4	4	4	4	2	3	72	
7	4	4	4	3	3	3	4	4	4	3	4	3	4	4	4	3	3	4	2	2	69	
8	2	4	2	4	4	4	4	4	4	4	3	4	3	4	3	4	4	3	4	4	72	
9	4	3	4	4	3	4	4	3	4	3	4	4	4	4	3	3	4	2	3	3	70	
10	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3	4	4	3	76	
11	3	4	4	4	4	4	4	4	3	4	4	3	4	4	4	3	2	3	2	3	70	
12	4	4	4	3	4	3	4	4	4	3	4	3	4	3	4	3	3	4	3	3	71	
13	4	4	3	4	4	4	3	3	4	4	4	4	4	4	4	4	2	4	2	4	73	
14	4	3	4	4	3	4	3	4	4	4	3	4	4	4	2	2	2	4	3	4	69	
15	4	4	5	4	4	4	4	3	4	4	4	3	3	4	3	4	3	4	2	2	72	
16	4	3	3	4	4	4	4	4	3	4	4	3	3	4	4	4	3	3	3	2	70	
17	4	4	4	3	4	3	4	4	4	4	3	3	2	4	4	3	4	3	4	3	71	
18	4	4	4	4	3	3	4	3	4	4	4	2	4	2	4	3	3	4	3	3	69	
19	4	4	4	4	4	4	4	4	4	3	3	3	4	4	3	2	2	3	4	4	71	
20	4	3	4	3	4	4	4	4	4	4	3	4	4	3	4	2	2	3	3	4	70	
TOTAL																					1429	

The table above showed that the cumulative score that they got through the questionnaire was 1429.

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{1429}{20} \\ &= 71.45 \end{aligned}$$

The score is showed the calculated the rate percentage of the students' response score was 71.45 were in interval 50% - 74.99% which has categorized responsive.

Based on the score of questionnaire shows that from 10 positive and 10 negative statements of questionnaire, the researcher concluded that the students' response in learning reading comprehension by REAP technique had a good response.

## 4.2 Discussion

### 4.2.1 The discussion of the finding through the test and treatment

In this research has made various efforts to teach the English language by using REAP technique so that the students' can improve reading comprehension. Which are as much possible so that students do not get bored in the learning process? The researcher also always provides motivation to the students to be diligent in reading.

The test was readings test that given before and after treatments. There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test in purpose to know students' ability in reading comprehension before getting treatment. The step of this test was the researcher

started to introduce herself and gave information about her aim with made student's interest to do next instruction of the research.

In the first meeting on Tuesday, October 22<sup>th</sup>, 2019, before the students started to answer the question, the researcher gave greeting for the students gave information about her aim with the students. The researcher divided students into some groups. The researcher then explained about Read, Encode, Annotate, and Ponder (REAP) technique. Next, the researcher gave text to each student entitled "Snow white". The students had to done the text based on Read, Encode, Annotate, and Ponder (REAP) technique.

Read was the first process, students read the entire paragraph to get the main idea of what the paragraph is about. Then, the students encode the text by translating into their own language. In this step the students retell the story in their own language. Next, the students annotate what they are reading, it means that the students analyze the story and wrote the main idea for each paragraph in their notebook, after that the students discuss with the others. The last is pondered; the students gave a conclusion about the story and answer the question that has been given by researcher. After that the researcher closed the meeting.

On Thursday, October 24<sup>th</sup>, 2019 was the second meeting, beginning the activity the researcher ordered to pray together before the lesson began. The researcher divided students into some groups again. The researcher asked the students about their comprehension toward Read, Encode, Annotate, and Ponder (REAP) technique. The treatment was same to the first meeting with different text entitled "True Friend". Then the researcher explains a little about the material. The researcher has giving some key words to them to answer the question of reading text, and then

the researcher also helped them how to translated the reading text, this way successful, almost all the understood well about the reading text and answer it well although there was some of them was still confused to translate and answer the text.

Third meeting, October 29<sup>th</sup>, 2019, the researcher ordered to pray together before the lesson began and check the presence of students. The researcher divided students into some groups again, the researcher used 5-10 minutes to refresh students' memory about Read, Encode, Annotate, and Ponder (REAP) technique. Then the researcher done the same treatment as the first and the second meeting with different text entitled "The Rabbit and the Bear". The researcher explains little about the material, the class was running enjoyable although half of the students were not ready to get the material and did not understood well the text, the researcher had tried to make the students more understood. After that the researcher asked for one volunteer from each group to stand and read the text continuously to avoid boredom. It made the students more active and enthusiastic.

The last meeting was on Thursday, October 31<sup>th</sup>, 2019, the researcher asked to students explained about Read, Encode, Annotate, and Ponder (REAP) technique to find out while students' rights understood that technique. There students was very active and explain correctly. The treatment was same as the previous meeting. For this meeting the text was "The Fox and the Cat". Researcher asked for one volunteer from each group to stand and read the text continuously to avoid boredom. Then, the students and the researcher corrected the answer together. The students looked enthusiast to follow all the steps and instructions.

After applying Read, Encode, Annotate, and Ponder (REAP) technique in teaching reading gave improvement to the eighth grade of MTs Guppi Kaluppang

Kab. Enrekang, for example: the students easy to understand the material because it used interesting technique and also the students were able to improve their reading comprehension because the students enjoy to study about the materials and also the researcher gives some instructions that would help the students when they answer the question.

The procedure of treatment, before the researcher give the reading text, firstly the researcher explain how to find out the man ideas of the text, and the researcher gives them some minutes to read the text before the students answer it, and also the researcher give time to the students to ask the researcher when they still not understand it.

From the first meeting until the last meeting, the implementation of Read, Encode, Annotate, and Ponder (REAP) technique made the students more motivated and enthusiast to find the main idea of the paragraph. They are motivated to improve their ideas or opinion through asking and answering some question. As conclusion, the read, Encode, Annotate, and Ponder (REAP) technique had impact students' reading comprehension.

In the last, the researcher gave a post-test on Saturday, November 2<sup>th</sup>, 2019. It purposed to know the students' ability in reading comprehension after getting the treatment. The researcher gave a text entitled "Bawang Merah and Bawang Putih" and asked the students to answer the question.

The result of the research proved that using Read, Encode, Annotete, and Ponder (REAP) technique was effective to be used to teach the students' reading comprehension. This statement is proved by the students score and after given treatment which was significantly different, besides that, the result of test shows us

that before the students giving of the treatment (teaching reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique, their score where most students got very good classification with the mean score and standard deviation where thirteen students are categorized as very good classification in reading test by using Read, Encode, Annotate, and Ponder (REAP) technique.

The data above was collected through reading test expected to improving reading comprehension at the eighth grade students of MTs Guppi Kaluppang Kabupaten Enrekang through Read, Encode, Annotate, and Ponder (REAP) technique, it was supported by the frequency and rate of the students score of pre-test and post-test. After presented the Read, Encode, Annotate, and Ponder (REAP) technique the students score in teaching was bigger than before.

In pre-test where, there was 1 student (5%) got good, and 19 students (95%) got poor. It means that most of students got poor classification on pre-test, the mean score of pre-test was (51,00). In the post-test where, there were 18 students (90%) got very good, and 2 students (10%) got good, its means that there is no students in fair, poor and very poor classification. So the students' percentage had proved by the mean score between pre-test (51,00) and post-test (88,45). It means that post-test was higher than pre-test.

The students' scores have improved after using the treatment in their reading. Before the treatment none of the students got very good classification but after treatment by using Read, Encode, Annotate, and Ponder (REAP) technique there were 18 students got very good classification, thus the alternative hypothesis ( $H_i$ ) was accepted.

After each of mean gained score was found, the researcher calculated it into the t-test. From the calculation, it showed that result of t-test was 19,60. The score was the value that is needed in testing the hypothesis with the t-table. To find the value of t-table, the researcher should find the degree of freedom (df). It was found that the degree of freedom (df) was 19. It was obtained the value of t-table was 1.729, it means that the t-test value was higher than t-table.

Therefore, it can be concluded that teaching reading through Read, Encode, Annotate, and Ponder (REAP) technique had an improved the students' reading comprehension after gave the treatment of using REAP technique were higher than the students' reading comprehension before they were gave treatment.

Teaching reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique is found to helpful and effective to improve the students' reading comprehension at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang

#### 4.2.2 The discussion of the finding through the questionnaire

The students' response toward the implementation of Read, Encode, Annotate, and Ponder (REAP) technique at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang has been and analyzed by using liker scale. The questionnaire were successfully filled by 20 respondent that taken on November 2019.

From 10 positive and 10 negative statements of questionnaire, the researcher concluded that the students' response in learning reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique had a good response. All the students' answered positive and most of them got 50% - 74.99%.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

##### 5.1.1 The conclusion of the finding through the test.

Based on the result of the data analysis, the researcher could conclude that the using Read, Encode, Annotate, and Ponder (REAP) technique able to improve students reading comprehension at the eighth grade of MTs Guppi Kaluppang Kabupaten Enrekang. it was proved by the data showed that the mean score of pre-test was 51,00 and the mean score of post-test was 88,45. It is supported by the result of statistical analysis where the statistical t-test value (19.60) was higher than t-table value (1,729), degree of freedom (df=N-1) 19. It means that was significantly improved of students' reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique.

Finally, the using Read, Encode, Annotate, and Ponder (REAP) technique can help the students in learning English reading comprehension because this technique was effective.

There were two students got 75-100 score (very positive) and 18 students got 50- 74.99 score (positive) from all 20 students who have thought by Read, Encode, Annotate, and Ponder (REAP) technique, and the main score of the students was 71.49 from 20 students which was categorized responsive.

##### 5.1.2 The conclusion of the finding through questionnaire.

From 10 positive and 10 negative questionnaires. All the students' answered positive and most of them got 50-74.99%. The main score of the students' main score

was 71.42 from 20 students. It means that the REAP technique make the students have positive response toward in learning reading and they responsive about it.

Based on the rate score of the category the researcher could concluded that the students' response in learning reading comprehension by using Read, Encode, Annotate, and Ponder (REAP) technique.

## **5.2 Suggestion**

Based on the result of the study, the researcher would like to give suggestion to the teachers and students of MTs Guppi Kaluppang Kabupaten Enrekang for the further researchers. The suggestion as follow:

### **1. For the students**

The students of MTs Guppi Kaluppang Kabupaten Enrekang are suggested to motivate them in learning English more seriously not only during following tge lesson in the classroom but also outside classroom. They are recommended to have more practice in reading texts and understanding its content because more practice will certainly increase their achievement in reading comprehension; besides, improving their vocabulary.

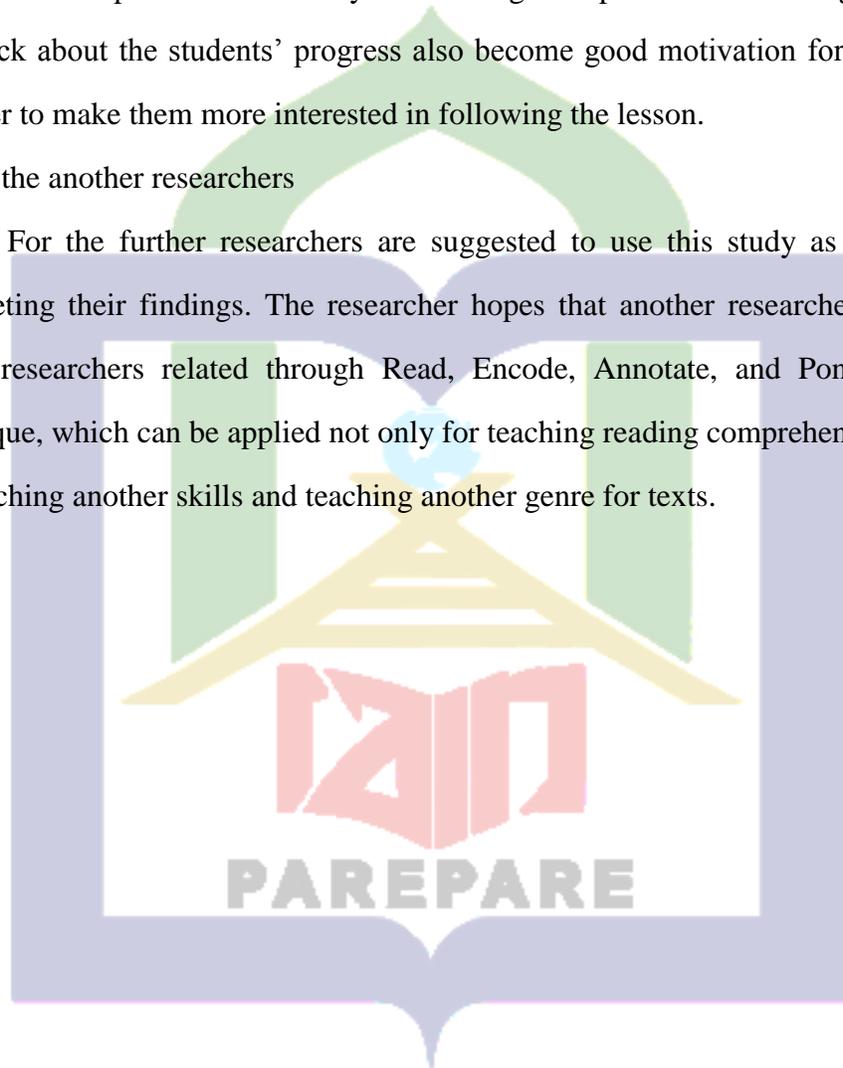
### **2. For the teachers**

It is suggested to English teachers of the eighth grade students in MTs Guppi Kaluppng Kabupaten Enrekang to teach reading comprehension with many kinds of technique to make the students interested to learn. Read, Encode, Annotate, and Ponder (REAP) technique is one of many ways to make the lesson interesting and challenging. Therefore, choosing an interesting topic to discuss in the classroom during the teaching and learning process also important for the teacher; besides, the reading material should be based on the students' level. Inappropriate topic would

bring the students into good mood. Providing teaching aids such as pictures, and another media would be interesting tool for exploring the students' interested and knowledge. The English teachers are also suggested to keep on motivating their students to improve their ability in reading comprehension. Giving a positive feedback about the students' progress also become good motivation for the students in order to make them more interested in following the lesson.

### 3. For the another researchers

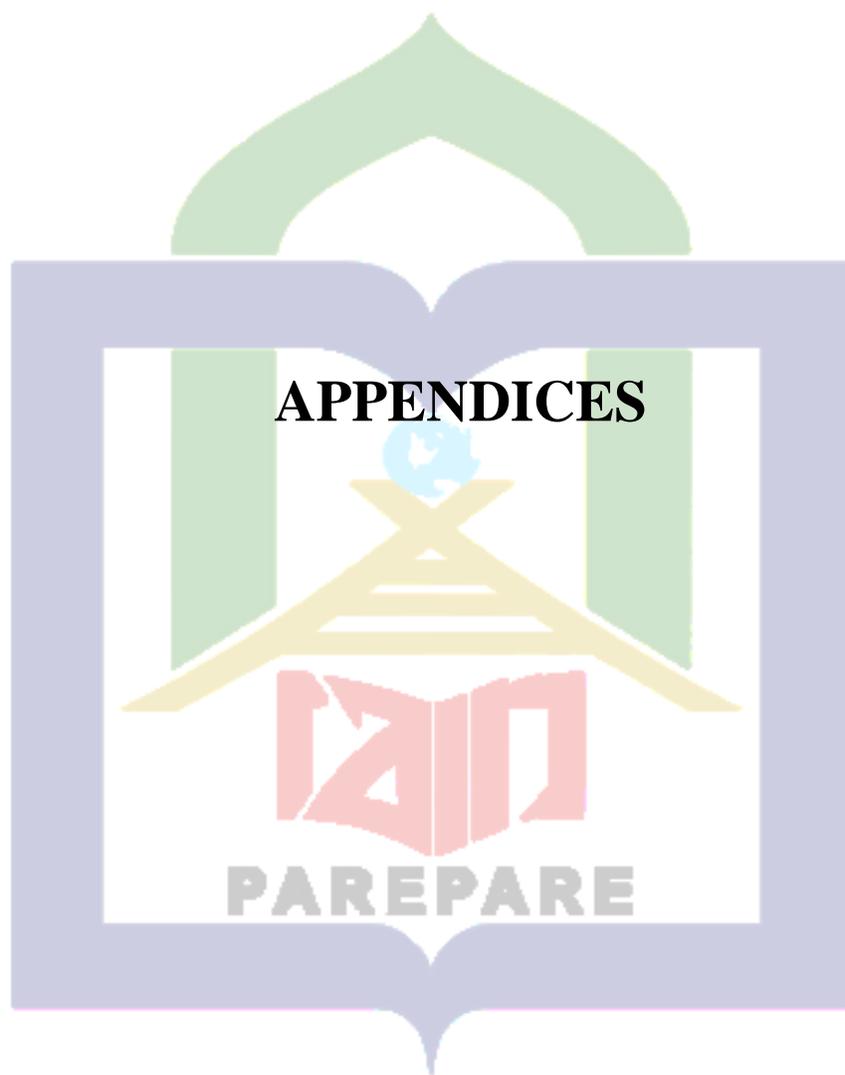
For the further researchers are suggested to use this study as reference in completing their findings. The researcher hopes that another researchers would do better researchers related through Read, Encode, Annotate, and Ponder (REAP) technique, which can be applied not only for teaching reading comprehension but also for teaching another skills and teaching another genre for texts.



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## Appendix 1. Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Sekolah : MTs Guppi Kaluppang  
 Mata pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII A  
 Materi Pokok yang telah : Fungsi sosial membaca dan mengidentifikasi teks bacaan yang telah tersedia.  
 Alokasi Waktu : 8 X 40 Menit (4 Pertemuan)

#### A. Kompetensi Inti

1. Dapat mengenali ungkapan-ungkapan yang bervariasi baik itu melalui lisan atau tulisan.
2. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan ingintahunya tentang ilmu pengetahuan bahasa Inggris sebagai bahasa internasional.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait <i>Teks bacaan yang telah disediakan</i> yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1	Membaca dan mengidentifikasi <i>Teks bacaan yang telah disediakan</i>
	3.4.2	<ul style="list-style-type: none"> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/diluar dugaan)</li> </ul> </li> </ul>
	3.4.3	<ul style="list-style-type: none"> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait <i>Teks bacaan yang telah disediakan</i></li> <li>- Penyebutan dengan</li> </ul> </li> </ul>

		bentuk jamak (-s) - Ucapan, tekanan baca dan tulisan tangan
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait <i>Teks bacaan yang telah disediakan</i> yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1	Identifikasi materi tentang REAP technique
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui membaca teks bacaan yang telah disediakan
	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui membaca teks bacaan yang telah disediakan
	4.4.4	Identifikasi main idea dalam teks bacaan

**Fokus pengamatan karakter** : Sikap santun, peduli dan percaya diri

### C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat memahami apa yang dimaksud dengan REAP technique.
2. Siswa mampu mendeskripsikan secara lisan dan tertulis tentang REAP technique.
3. Siswa mampu menentukan dan memahami ide pokok dari teks bacaan yang diberikan.

### D. Materi Pembelajaran

#### 1. Materi Reguler

- Fungsi social  
Membaca dan mengidentifikasi teks bacaan yang telah disediakan
- Struktur teks
  1. Memulai
  2. Menanggapi (diharapkan di luar dugaan)
- Unsur kebahasaan
  1. Pernyataan dan pertanyaan terkait teks bacaan yang telah disediakan
  2. Menjawab pertanyaan yang terkait teks bacaan yang telah disediakan
  3. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

#### 2. Materi Remedial

**Unsur kebahasaan**

- Ungkapan-ungkapan yang lazim digunakan

**3. Metode Pembelajaran**

Scientific Approach

REAP technique

**4. Media/Alat dan Bahan**

Media/Alat: kamus lengkap bahasa inggris, Teks bacaan bahasa inggris

**5. Sumber Belajar**

Buku teks yang relevan dan internet.

**6. Langkah-langkah Kegiatan Pembelajaran**

**Pertemuan Pertama: (2JP)**

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p><b>Guru :</b></p> <ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- Bertanggungjawab tentang waktu</li> <li>- Menyebutkan tujuan pembelajaran</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Mengamati guru dalam proses pembelajaran berlangsung</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang fungsi social, struktur teks dan unsur kebahasaan dari teks interaksi transaksional terkait ungkapan sapaan ketika bertemu dan menanggapi</li> </ul> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>- Mengolah informasi yang didapat dari penjelasan yang disampaikan guru</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan fungsi</li> </ul>	40 menit

	social, struktur teks dan unsure kebahasaan.	
Kegiatan Penutup	<b>Siswa bersama guru:</b> <ul style="list-style-type: none"> <li>- Membahas manfaat pembelajaran yang baru diselesaikan</li> <li>- Membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- Menyimpulkan hasil pembelajaran</li> <li>- Menutup kelas</li> </ul>	10 menit

**Pertemuan kedua: (2JP)**

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<b>Guru :</b> <ul style="list-style-type: none"> <li>- Salam dan tegur sapa</li> <li>- Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- Bertanggungjawab tentang waktu</li> <li>- Menyebutkan tujuan pembelajaran</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10 menit
Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"> <li>- Peserta didik mengamati guru dalam menjelaskan materi yang akan dipelajari</li> <li>- Guru memberikan contoh cara membaca teks bacaan yang benar dan tepat kemudian peserta didik menirukan guru, baik secara bersama-sama maupun secara bergiliran</li> </ul> <b>Menanya</b> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks interaksi transaksional terkait dengan teks bacaan</li> </ul> <b>Mengumpulkan Informasi</b> <ul style="list-style-type: none"> <li>- Mengolah informasi yang didapat dari</li> </ul>	40 menit

	<p>membaca teks</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Menjawab pertanyaan yang berkaitan teks bacaan yang telah mereka baca</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Membaca dengan suara yang keras teks bacaan yang telah tersedia beserta dengan arti dari teks yang mereka baca, yang senantiasa mendapatkan masukan dari guru/teman untuk meningkatkan kemampuan reading mereka</li> </ul>	
Kegiatan Penutup	<p><b>Siswa bersama guru:</b></p> <ul style="list-style-type: none"> <li>- Membahas manfaat pembelajaran yang baru diselesaikan</li> <li>- Membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- Menyimpulkan hasil pembelajaran</li> <li>- Menutup kelas</li> </ul>	10 menit

### Pertemuan ketiga

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p><b>Guru :</b></p> <ul style="list-style-type: none"> <li>- Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- Menyebutkan tujuan pembelajaran</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Mengamati teks bacaan yang telah dibagikan</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks interaksi transaksional terkait dengan teks bacaan</li> </ul>	40 menit

	<p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>- Mengidentifikasi dan mengolah informasi yang didapat dari membaca teks yang telah dibaca</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Menjawab pertanyaan yang berkaitan teks bacaan yang telah mereka baca</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Membaca dengan suara yang keras teks bacaan yang telah tersedia beserta dengan arti dari teks yang mereka baca, yang senantiasa mendapatkan masukan dari guru/teman untuk meningkatkan kemampuan reading mereka</li> </ul>	
Kegiatan Penutup	<p><b>Siswa bersama guru:</b></p> <ul style="list-style-type: none"> <li>- Membahas manfaat pembelajaran yang baru diselesaikan</li> <li>- Membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- Menyimpulkan hasil pembelajaran</li> <li>- Menutup kelas</li> </ul>	10 menit

**Pertemuan ke empat**

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<p><b>Guru :</b></p> <ul style="list-style-type: none"> <li>- Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif</li> <li>- Menyebutkan tujuan pembelajaran</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10 menit
Kegiatan Inti	<p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks interaksi transaksional terkait dengan teks bacaan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Menjawab soal latihan untuk</li> </ul>	40 menit

	mengetahui sejauh mana tingkat pemahaman siswa terkait materi yang telah diajarkan	
Kegiatan Penutup	<p><b>Siswa bersama guru:</b></p> <ul style="list-style-type: none"> <li>- Membahas manfaat pembelajaran yang baru diselesaikan</li> <li>- Membahas kesulitan dalam melakukan aktivitas pembelajaran</li> <li>- Menyimpulkan hasil pembelajaran</li> <li>- Menutup kelas</li> </ul>	10 menit

## 7. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Teknik penilaian otentik

Sikap : Observasi

Pengetahuan : penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntunan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

### 2. Keterampilan unjuk kerja dalam bentuk tindakan komunikatif lisan dan karya tertulis

✓ Praktik

Membaca, menentukan ide pokok dan menjawab soal terkait materi yang telah disediakan, untuk meningkatkan kemampuan reading

### Rubrik Penilaian dan Pedoman Penskoran

#### a. Rubrik penilaian pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Isi	Sangat sesuai	3		

	Sesuai	2		
	Kurang sesuai	1		
Struktur teks	Benar dan tepat	3		
	Benar tapi kurang tepat	2		
	Kurang tepat	1		
Unsur kebahasaan	Sangat tepat	3		
	Tepat	2		
	Kurang tepat	1		

b. Rubrik penilaian keterampilan (Praktik/Unjuk Kerja)

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Reading text	Membaca dengan terbata-bata (tidak lancar)	Membaca dengan lancar tetapi penyebutan kurang pas	Lancer mencapai fungsi social, lancar dalam membaca dan penyebutannya baik
<b>Keterangan :</b> <b>Mahir</b> mendapat skor 3 <b>Memuaskan</b> mendapat skor 2 <b>Terbatas</b> mendapat skor 1			

Peneliti

  
**Andi Hapsa Mulinda**  
 15.1300.104

## Appendix 2. Research Istrument

### Pre- Test

Name :

Class :

### Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house: such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six with horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At her ball, Cinderella amazed everybody there include the Prince. The Prince asked her dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy

had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would research for the girl whose foot fitted with the slipper.

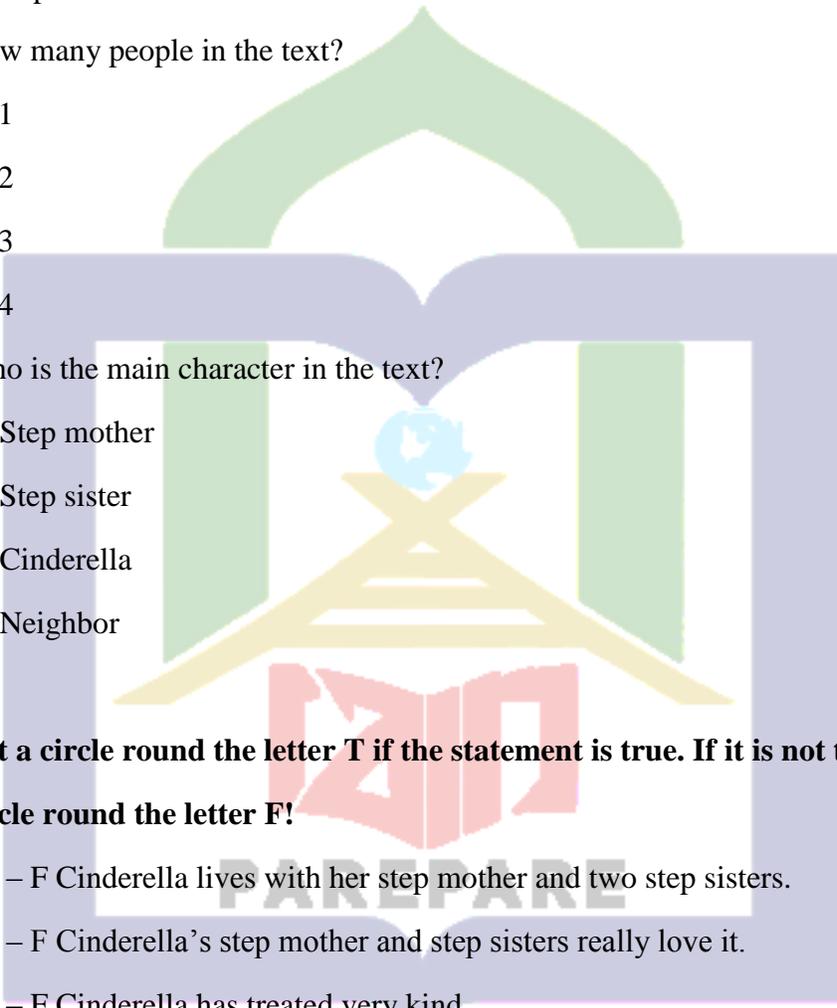
A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's solder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the place. The Prince was overjoyed to see her again. They were married and live happily ever after.

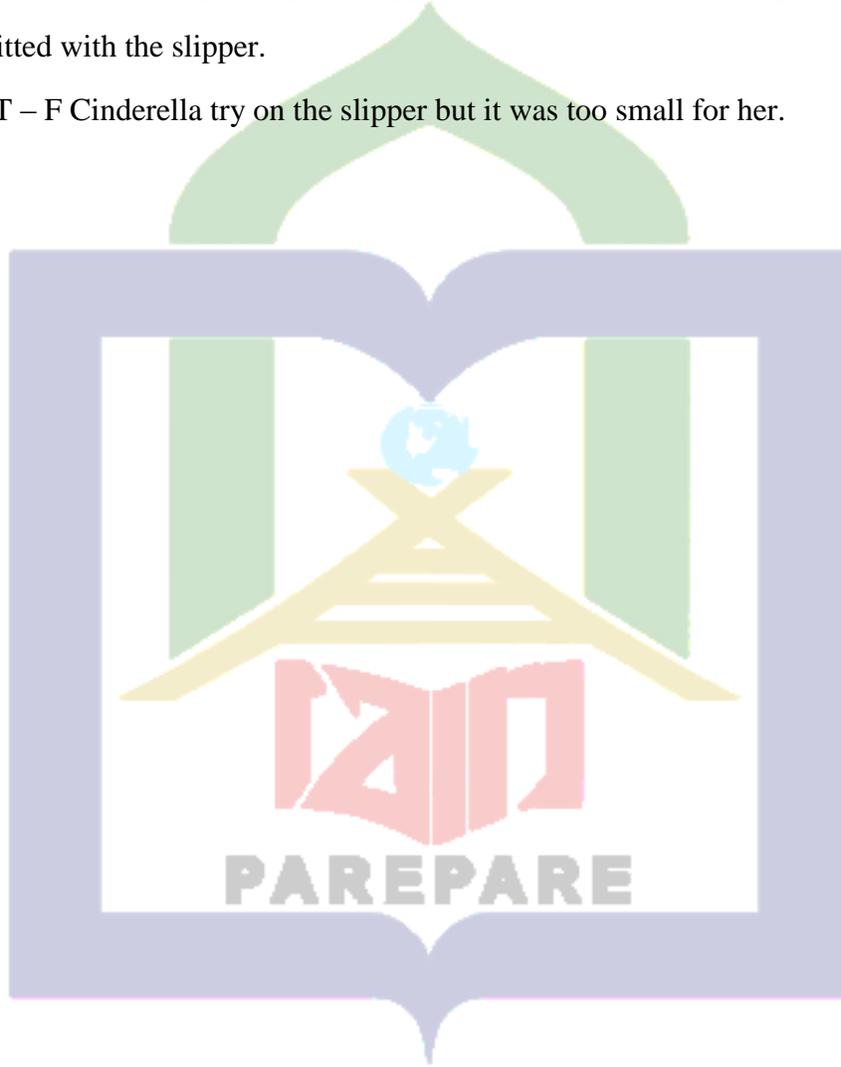
➤ Choose the best answer by crossing (X) a, b, c, or d!

1. What is the title of the text?
  - a. Cinderella
  - b. Timun Mas
  - c. Princess
  - d. Roro Jonggrang
2. What is the character of Cinderallas's step mother?
  - a. Kind
  - b. Good
  - c. Cruel
  - d. Friendly
3. How many step sisters that Cinderella has?
  - a. Two

- b. Three
  - c. One
  - d. Four
4. What kind of work that Cinderella's step mother wants?
- a. Wash clothes
  - b. Sleeping
  - c. Watching TV
  - d. Shopping
5. What Cinderella has gone to party?
- a. Expensive shoes
  - b. Cheap shoes
  - c. Glass shoes
  - d. Black shoes
6. Why the Prince ask Cinderella to be his wife?
- a. Because she can fit glass shoes
  - b. Because she is cruel
  - c. Because she is the only woman in the party
  - d. Because Cinderella is friendly woman
7. Who changed Cinderella?
- a. Her step mother
  - b. Her step sister
  - c. Her pixie
  - d. Her parents
8. What kind of the text above?

- 
- a. Descriptive text
  - b. Recount text
  - c. Narrative text
  - d. Explanation text
9. How many people in the text?
- a. 1
  - b. 2
  - c. 3
  - d. 4
10. Who is the main character in the text?
- a. Step mother
  - b. Step sister
  - c. Cinderella
  - d. Neighbor
- **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F!**
11. T – F Cinderella lives with her step mother and two step sisters.
  12. T – F Cinderella’s step mother and step sisters really love it.
  13. T – F Cinderella has treated very kind.
  14. T – F Cinderella to do all work in the house.
  15. T – F The royal family of the kingdom throws a ball to find the Prince’s spouse.
  16. T – F Cinderella want to go to the ball but her step mother asked her to stay at home and do the house works.

17. T – F The fairy turned Cinderella’s ugly dress became the most beautiful dress and with beautiful slippers.
18. T – F Cinderella’s step sisters amaze everybody there include the Prince.
19. T – F the Prince picks up the slipper and will research for the girl whose foot fitted with the slipper.
20. T – F Cinderella try on the slipper but it was too small for her.



### Post-Test

Name:

Class:

#### **Bawang Merah and Bawang Putih**

Once upon a time, there lived a beautiful girl with her father, her stepmother, and her stepsister. One day, her father passed away. Her stepmother and stepsister treated her very bad whereas they used to love her before her father died. She had to do all the house work.

On the morning day, Bawang Putih went to the river to wash a lot of clothes. Then she saw a goldfish needed a help. Its mouth was stuck on a hook. Bawang Putih felt sorry and helped the poor goldfish.

“Thank you for your kindness”, the goldfish said.

Bawang Putih was very surprised that the goldfish could speak. However the goldfish helped her to wash the clothes and they became best friend.

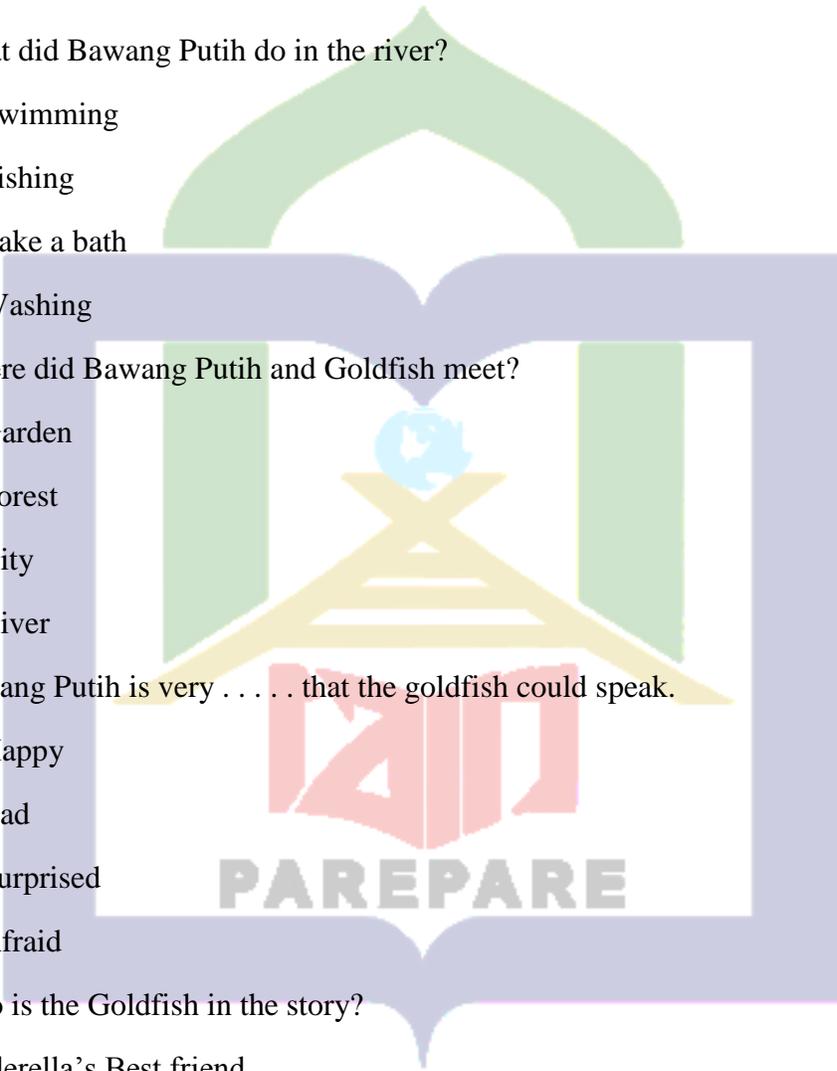
Unfortunately, Bawang Merah her stepsister knew about the goldfish. She caught the goldfish and gave it to her mom. After that, they cooked it and ate it. When Bawang Putih knew it, she took the bone and buried it. She felt very sad that she could not take care of her best friend.

Several days later, grew a beautiful tree on the burial. Surprisingly, a Prince came to see it. He needed the tree to make his father well again. When he asked who own the tree, Bawang Merah said that it was hers. However, when she wanted to pull the tree, she could not do it, but Bawang Putih. Bawang Putih pull the tree easily and gave it to the Prince.

The Prince married Bawang Putih. She forgave her stepmother and stepsister and they lived happily ever after.

➤ Answer the question based on the text and cross (X) a, b, c, or d for the right answer!

1. What is the title of the story?
  - a. Bawang Merah and Bawang Putih
  - b. Maling Kundang
  - c. Sangkuriang
  - d. Ikan mas
2. Who is the beautiful girl in the story?
  - a. Bawang Merah
  - b. Step mother
  - c. Bawang Putih
  - d. Father
3. What does the word “they” in paragraph 1 sentence 2 refer to?
  - a. Family
  - b. Parents
  - c. Bawang Merah and Bawang Putih
  - d. Step Mother and step sister
4. She had to do all the house work.  
What does the word underline?
  - a. Step mother
  - b. Step sister
  - c. Bawang Putih
  - d. Bawang Merah and Bawang Putih
5. Where did Bawang Putih go in the morning?

- 
- a. Garden
  - b. Forest
  - c. River
  - d. Market
6. What did Bawang Putih do in the river?
- a. Swimming
  - b. Fishing
  - c. Take a bath
  - d. Washing
7. Where did Bawang Putih and Goldfish meet?
- a. Garden
  - b. Forest
  - c. City
  - d. River
8. Bawang Putih is very . . . . . that the goldfish could speak.
- a. Happy
  - b. Bad
  - c. Surprised
  - d. Afraid
9. Who is the Goldfish in the story?
- a. Cinderella's Best friend
  - b. A pet
  - c. Assistant
  - d. Slave

10. What did Bawang Merah do with the Goldfish?

- a. Cooked and ate
- b. Fried
- c. Burn it
- d. Kill it

➤ **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F!**

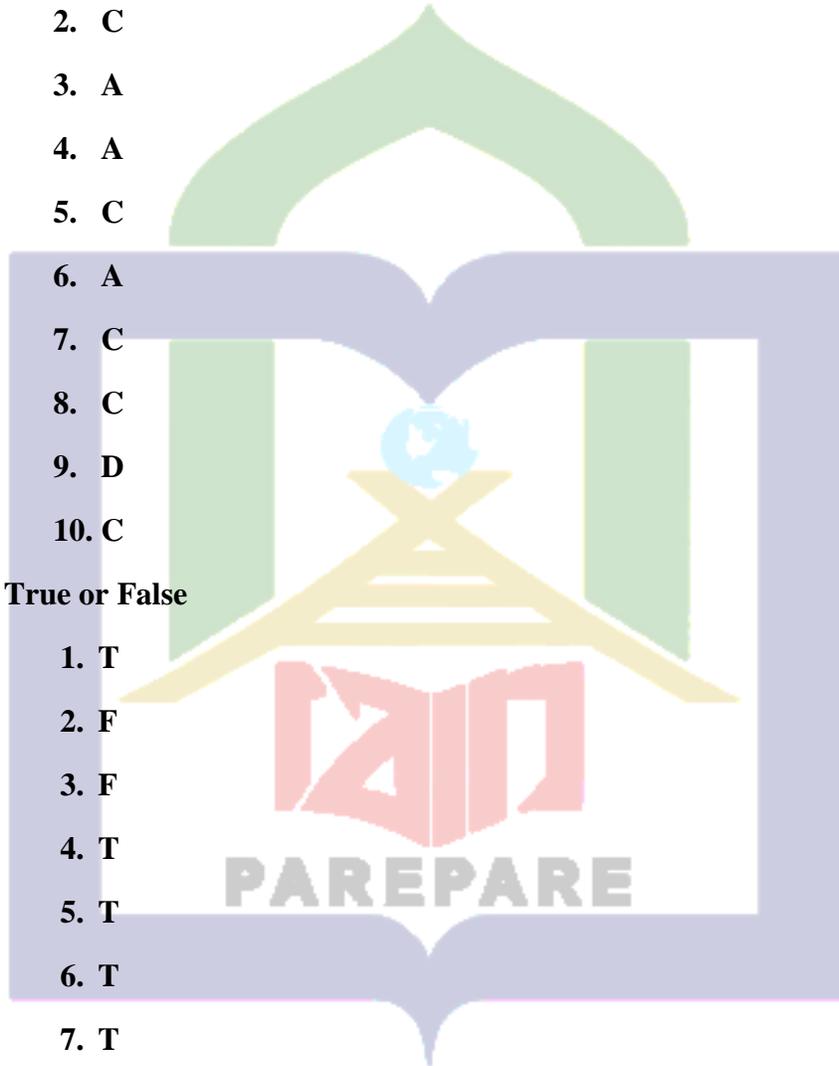
- 11. T – F Her step mother and step sister very kind to Bawang Putih.
- 12. T – F Bawang Merah has to do all the house work.
- 13. T - F Bawang Putih feels sorry and helped the poor goldfish.
- 14. T – F Bawang Putih was very bad that the goldfish could speak.
- 15. T – F Bawang Putih caught the goldfish and gave into her step mother.
- 16. T – F Bawang Putih’s step mother and step sister cooked and ate the goldfish.
- 17. T – F Bawang Putih took the bone and buried it.
- 18. T – F Bawang Putih very sad that she knew that has the goldfish cooked.
- 19. T – F Bawang Merah pulls the tree easily and gave it to the Prince.
- 20. T – F the Prince married Bawang Putih.

**ANSWER KEYS****PRE-TEST****A. Multiple choice**

1. A
2. C
3. A
4. A
5. C
6. A
7. C
8. C
9. D
10. C

**B. True or False**

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. F
9. T
10. F

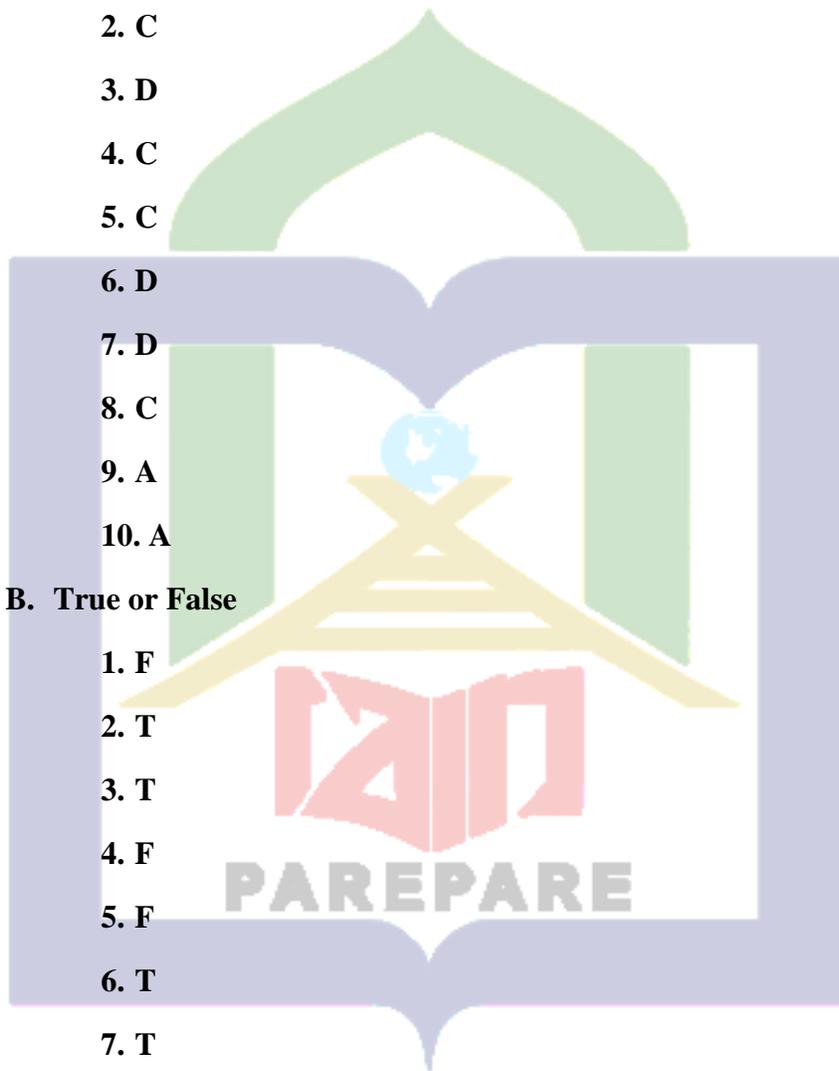


**ANSWER KEYS****POST-TEST****A. Multiple Choice**

1. A
2. C
3. D
4. C
5. C
6. D
7. D
8. C
9. A
10. A

**B. True or False**

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. F
10. T





NAMA MAHASISWA : ANDI HAPSA MULINDA  
 NIM/JURUSAN : 15.1300.104/PBI  
 FAKULTAS : TARBIYAH  
 JUDUL : IMPROVING STUDENTS' READING  
 COMPREHENSION THROUGH READ, ENCODE,  
 ANNOTATE, AND PONDER (REAP)  
 TECHNIQUE AT THE EIGHTH GRADE OF MTs  
 GUPPI KALUPPANG KAB. ENREKANG

### *Instrumen Penelitian*

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

#### I. Identitas Responden

Nama :

Kelas :

#### II. Petunjuk Pengisian

Bacalah dengan cermat pernyataan yang telah disediakan. Kemudian jawablah dengan memberikan tanda checklist (√) pada kotak keterangan sesuai dengan keadaan yang sesungguhnya ! Adapun keterangan jawaban adalah sebagai berikut:

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

## III. Pernyataan

No	PERTANYAAN	SS	S	TS	STS
1	REAP (Read, Encode, Annotate, and Ponder) technique memudahkan saya untuk belajar bahasa Inggris				
2	Saya suka belajar bahasa Inggris dengan berkelompok				
3	Saya sangat suka dengan model pembelajaran diskusi				
4	Saya merasa senang bekerja sama dalam kelompok				
5	Saya menyukai pelajaran bahasa Inggris tes narasi (cerita)				
6	Saya sangat suka dengan model pembelajaran REAP				
7	Saya berusaha untuk bertanya kepada guru jika saya dan teman sekelompok mengalami kesulitan dalam menjawab pertanyaan reading text				
8	Guru selalu memberikan saya bimbingan secara langsung apabila mengalami kesulitan menggunakan REAP technique				

9	Saya menghargai pendapat teman saat diskusi kelompok				
10	Saya membaca tulisan berbahasa Inggris dengan membaca cepat seluruh teks, setelah itu membaca kembali dengan teliti				
11	Saya tidak tertarik mengikuti pembelajaran bahasa inggris menggunakan REAP technique				
12	Pembelajaran bahasa Inggris menggunakan REAP technique membuat saya mengantuk				
13	Pembelajaran bahasa Inggris menggunakan REAP technique sulit untuk diterapkan				
14	Saya merasa bosan belajar bahasa Inggris dengan menggunakan REAP technique				
15	Belajar bahasa Inggris secara berkelompok membuat saya merasa tidak nyaman				
16	Penerapan pembelajaran bahasa Inggris menggunakan REAP technique membuat saya kurang percaya diri				
17	Penggunaan REAP technique dalam pembelajaran bahasa Inggris terlalu				

	monoton				
18	Model pembelajaran REAP technique kurang bermanfaat untuk belajar bahasa Inggris				
19	Saya merasa tertekan dalam pembelajaran bahasa Inggris dengan menggunakan REAP technique				
20	Saya kurang termotivasi apabila dalam pembelajaran bahasa Inggris menggunakan REAP technique				

Setelah mencermati instrument dalam penelitian penyusunan skripsi mahasiswa sesuai dengan judul tersebut, maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 20 September 2019

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

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### Appendix 3. Reading Text

The first meeting

#### Snow White

Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home was having breakfast, she run away into the wood.

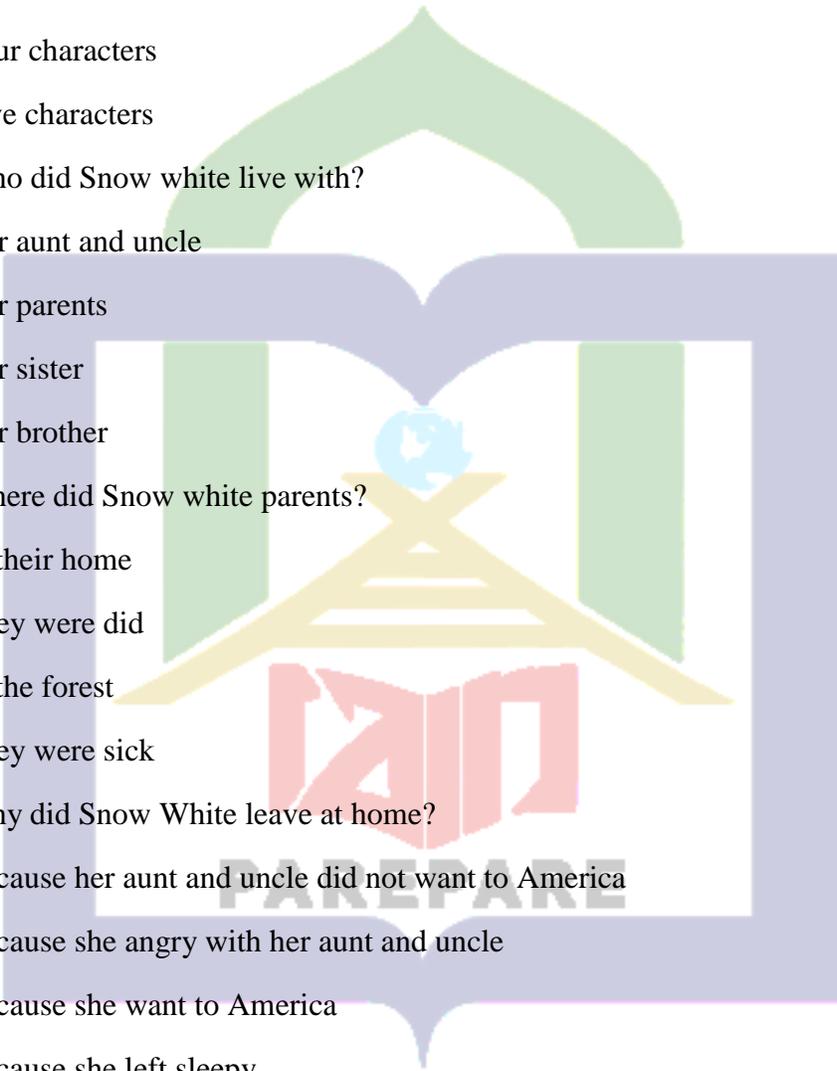
In the wood she left tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow white". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. The Snow White and seven dwarfs lived happily ever after.

#### Multiple choice questions

Choose one of the question option (**a, b, c, and d**) as correct answer by giving cross (X) to the point.

1. What kind of the text the story above "Snow White"?
  - a. Narrative text
  - b. Procedure text
  - c. Descriptive text

- 
- d. Recount text
  2. How many characters in story “Snow White”
    - a. Two characters
    - b. Three characters
    - c. Four characters
    - d. Five characters
  3. Who did Snow white live with?
    - a. Her aunt and uncle
    - b. Her parents
    - c. Her sister
    - d. Her brother
  4. Where did Snow white parents?
    - a. In their home
    - b. They were did
    - c. In the forest
    - d. They were sick
  5. Why did Snow White leave at home?
    - a. Because her aunt and uncle did not want to America
    - b. Because she angry with her aunt and uncle
    - c. Because she want to America
    - d. Because she left sleepy
  6. Where did her uncle and aunt will go?
    - a. America
    - b. Paris

- c. Indonesia
- d. Malaysia
7. How many dwarfs in the story?
  - a. One dwarfs
  - b. Five dwarfs
  - c. Seven dwarfs
  - d. Ten dwarfs
8. Why did Snow white's uncle and aunty leave her to America?
  - a. Because they jealous with snow white
  - b. Because they don't like snow white
  - c. Because they did not have enough money
  - d. Because America so far
9. Where did snow white take rest?
  - a. In a woods
  - b. In a little cottage
  - c. In a home
  - d. In a castle
10. What are the dwarfs offering to snow white?
  - a. Offering snow white to live with them
  - b. Offering snow white to go
  - c. Offering snow white to take a rest
  - d. Offering snow white to eat

**Key answers**

1. A
2. B
3. A
4. B
5. A
6. A
7. C
8. C
9. B
10. A



## The second meeting

### True Friend

Once upon a time, there were two class friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt on his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree come down and asked his friend that was on the ground, "Friend, what dead the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend.

### Fill in the blank

Choose one of the words in the box to complete each sentences\

Saw	large	lying
Happen	together	friend
Dangerous	ground	asked

1. The two close friends knew that anything..... can happen any time in the forest.
2. They would always be..... in any case of danger.

3. The two close friends..... A large bear closer toward them.
4. The bear came near the one who was.....on the ground.
5. The friend on the tree came down and..... his friend that was on the ground.

**Key Answers**

1. Dangerous
2. Together
3. Saw
4. Lying
5. Asked



The third meeting

### **The Rabbit and the Bear**

One upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit asked the rabbit to take his bow and arrows and came with bear to the rabbit side of the hill. The rabbit feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra-large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when to get close the door would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

**Write (T) if this sentence is true and write (F) if this sentence is false or wrong.**

1. The rabbit is a bad shot. ( )
2. The rabbit consented and went with the bear and shot enough buffalo to satisfy the hungry family ( )
3. The bear's youngest child was very kind to the rabbit ( )
4. The bear did not want the rabbit to get any of the meat ( )
5. The poor rabbit would have to go home hungry after his hard day's work ( )
6. The youngest child did not eat it the meat that the mother's bear always gave ( )
7. The bear was the father of five children ( )
8. The meal would not fly into the rabbit's house ( )
9. The rabbit taste the blood from the butchering ( )
10. The bear and a rabbit they lived as neighbors ( )

**Key Answers**

1. F
2. T
3. T
4. T
5. F
6. T
7. T
8. F
9. F
10. T

The four meeting

### The Fox and the Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. ‘Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,’ she said.

‘I know only one trick to get away from dogs.’ Said the cat. ‘You should teach me some of yours!’

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder-the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. ‘This on the rick I told you about, the only one I know,’ she called down to the fox. ‘Which one of your hundred tricks are you going to use?’

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

**Write (T) if the sentence is a true and write (F) if the sentence is wrong.**

1. The cat said “I know only one trick to get away from dogs”.( )
2. The fox and the cat heard the barking a pack of dogs in the distance ( )
3. The cat ran did not ran the nearest tree and climbed into its branches ( )
4. The fox boasted how clever she was ( )
5. The end the fox told one trick to the cat ( )

**Key Answers**

1. T
2. T

3. T
4. T
5. F



#### Appendix 4. The highest and lowest pre-test and post-test

##### Pre-Test

Name : JUCI AZIZ  
Class : VIII A

##### Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house: such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six with horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At her ball, Cinderella amazed everybody there include the Prince. The Prince asked her dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would research for the girl whose foot fitted with the slipper.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard

... squeezed their toes into it. In the end, the King's soldier let Cinderella try on the slipper. She  
 took out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the place. The Prince was overjoyed to see her again. They  
 were married and live happily ever after.

Choose the best answer by crossing (X) a, b, c, or d!

1. What is the title of the text?

- a. Cinderella ✓
- b. Timun Mas
- c. Princess
- d. Roro Jonggrang

2. What is the character of Cinderella's step mother?

- a. Kind
- b. Good ✗
- c. Cruel
- d. Friendly

3. How many step sisters that Cinderella has?

- a. Two
- b. Three ✗
- c. One
- d. Four

4. What kind of work that Cinderella's step mother wants?

- a. Wash clothes
- b. Sleeping ✗
- c. Watching tv
- d. Shopping

5. What Cinderella has gone to party?

- a. Expensive shoes  
b. Cheap shoes ✓  
 Glass shoes  
d. Black shoes
6. Why the Prince ask Cinderella to be his wife?  
a. Because she can fit glass shoes  
b. Because she is cruel  
 Because she is the only woman in the party X  
d. Because Cinderella is friendly woman
7. Who changed Cinderella?  
a. Her step mother  
 Her step sister X  
c. Her pixie  
d. Her parents
8. What kind of the text above?  
a. Descriptive text  
b. Recount text ✓  
 Narrative text  
d. Explanation text
9. How many people in the text?  
a. 1  
b. 2 X  
 3  
d. 4
10. Who is the main character in the text?  
a. Step mother  
b. Step sister

~~X~~ Cinderella ✓  
d. Neighbor

Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F!

1.  T - F Cinderella lives with her step mother and two step sisters. ✓
2. T -  F Cinderella's step mother and step sisters really love it. ✓
3.  T - F Cinderella has treated very kind. ✗
4. T -  F Cinderella to do all work in the house. ✗
5. T -  F The royal family of the kingdom throws a ball to find the Prince's spouse. ✗
6.  T - F Cinderella want to go to the ball but her step mother asked her to stay at home and do the house works. ✓
7. T -  F The fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. ✗
8.  T - F Cinderella's step sisters amaze everybody there include the Prince. ✗
9.  T - F the Prince picks up the slipper and will research for the girl whose foot fitted with the slipper. ✓
10.  T - F Cinderella try on the slipper but it was too small for her. ✗

$$\frac{8 \times 100}{20} = 40$$

**Pre- Test**

Name : Ardi

Class : VII A

**Cinderella**

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house: such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

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A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard

They squeezed their toes into it. In the end, the King's soldier let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the place. The Prince was overjoyed to see her again. They were married and live happily ever after.

► Choose the best answer by crossing (X) a, b, c, or d!

1. What is the title of the text?

- a. Cinderella ✓
- b. Timun Mas
- c. Princess
- d. Koro Jonggrang

2. What is the character of Cinderella's step mother?

- a. Kind
- b. Good ✗
- c. Cruel
- d. Friendly

3. How many step sisters that Cinderella has?

- a. Two ✓
- b. Three
- c. One
- d. Four

4. What kind of work that Cinderella's step mother wants?

- a. Wash clothes ✓
- b. Sleeping
- c. Watching tv
- d. Shopping

5. What Cinderella has gone to party?

- a. Expensive shoes  
b. Cheap shoes  
c. Glass shoes ✓  
d. Black shoes
6. Why the Prince ask Cinderella to be his wife?  
a. Because she can fit glass shoes  
b. Because she is cruel  
c. Because she is the only woman in the party X  
d. Because Cinderella is friendly woman
7. Who changed Cinderella?  
a. Her step mother  
b. Her step sister  
c. Her pixie ✓  
d. Her parents
8. What kind of the text above?  
a. Descriptive text  
b. Recount text  
c. Narrative text ✓  
d. Explanation text
9. How many people in the text?  
a. 1  
b. 2 X  
c. 3  
d. 4
10. Who is the main character in the text?  
a. Step mother  
b. Step sister

- c. Cinderella ✓  
d. Neighbor

Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F!

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2. T -  F Cinderella's step mother and step sisters really love it. ✓
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4. T -  F Cinderella to do all work in the house. ✗
5. T -  F The royal family of the kingdom throws a ball to find the Prince's spouse. ✗
6.  T - F Cinderella want to go to the ball but her step mother asked her to stay at home and do the house works. ✓
7.  T - F The fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. ✓
8. T -  F Cinderella's step sisters amaze everybody there include the Prince. ✓
9.  T - F the Prince picks up the slipper and will research for the girl whose foot fitted with the slipper. ✓
20. T -  F Cinderella try on the slipper but it was too small for her. ✓

$$\begin{array}{r} 15 \times 5 \\ \hline 75 \end{array}$$

**Post-Test**

Name: Dwi Syarifullah  
Class: VIII A

**Bawang Merah and Bawang Putih**

Once upon a time, there lived a beautiful girl with her father, her stepmother, and her stepsister. One day, her father passed away. Her stepmother and stepsister treated her very bad whereas they used to love her before her father died. She had to do all the house work.

On the morning day, Bawang Putih went to the river to wash a lot of clothes. Then she saw a goldfish needed a help. Its mouth was stuck on a hook. Bawang Putih felt sorry and helped the poor goldfish.

"Thank you for your kindness", the goldfish said.

Bawang Putih was very surprised that the goldfish could speak. However the goldfish helped her to wash the clothes and they became best friend.

Unfortunately, Bawang Merah her stepsister knew about the goldfish. She caught the goldfish and gave it to her mom. After that, they cooked it and ate it. When Bawang Putih knew it, she took the bone and buried it. She felt very sad that she could not take care of her best friend.

Several days later, grew a beautiful tree on the burial. Surprisingly, a Prince came to see it. He needed the tree to make his father well again. When he asked who own the tree. Bawang Merah said that it was hers. However, when she wanted to pull the tree, she could not do it, but Bawang Putih. Bawang Putih pull the tree easily and gave it to the Prince.

The Prince married Bawang Putih. She forgave her stepmother and stepsister and they lived happily ever after.

> Answer the question based on the text and cross (X) a, b, c, or d for the right answer!

1. What is the title of the story?
  - a. Bawang Merah and Bawang Putih ✓
  - b. Maling Kundang
  - c. Sangkurjang
  - d. Ikan mas
  
2. Who is the beautiful girl in the story?
  - a. Bawang Merah
  - b. Step mother
  - c. Bawang Putih ✓
  - d. Father
  
3. What does the word "they" in paragraph 1 sentence 2 refer to?
  - a. Family
  - b. Parents
  - c. Bawang Merah and Bawang Putih
  - d. Step Mother and step sister ✓
  
4. She had to do all the house work.  
What does the word underline?
  - a. Step mother
  - b. Step sister
  - c. Bawang Putih ✓
  - d. Bawang Merah and Bawang Putih
  
5. Where did Bawang Putih go in the morning?
  - a. Garden
  - b. Forest
  - c. River ✓

- d. Market
6. What did Bawang Putih do in the river?
- a. Swimming
  - b. Fishing
  - c. Take a bath
  - d. Washing ✓
7. Where did Bawang Putih and Goldfish meet?
- a. Garden
  - b. Forest
  - c. City
  - d. River ✓
8. Bawang Putih is very ... that the goldfish could speak
- a. Happy
  - b. Bad
  - c. Surprised ✓
  - d. Afraid
9. Who is the Goldfish in the story?
- a. Cinderella's Best friend ✓
  - b. A pet
  - c. Assistant
  - d. Slave
10. What did Bawang Merah do with the Goldfish?
- a. Cooked and ate ✓
  - b. Fried
  - c. Burn it
  - d. Kill it

➤ Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F!

11. T -  F Her step mother and step sister very kind to Bawang Putih. ✓
12.  T - F Bawang Merah has to do all the house work. ✓
13.  T - F Bawang Putih feels sorry and helped the poor goldfish. ✓
14. T -  F Bawang Putih was very bad that the goldfish could speak. ✓
15. T -  F Bawang Putih caught the goldfish and gave into her step mother. ✓
16.  T - F Bawang Putih's step mother and step sister cooked and ate the goldfish. ✓
17.  T - F Bawang Putih took the bone and buried it. ✓
18.  T - F Bawang Putih very sad that she knew that has the goldfish cooked. ✓
19. T -  F Bawang Merah pulls the tree easily and gave it to the Prince. ✓
20.  T - F the Prince married Bawang Putih. ✓

$$\frac{20 \times 100}{20} = 100$$

**Post-Test**Name: *Gandi*Class: *VM A***Bawang Merah and Bawang Putih**

Once upon a time, there lived a beautiful girl with her father, her stepmother, and her stepsister. One day, her father passed away. Her stepmother and stepsister treated her very bad whereas they used to love her before her father died. She had to do all the house work.

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The Prince married Bawang Putih. She forgave her stepmother and stepsister and they lived happily ever after.

➤ Answer the question based on the text and cross (X) a, b, c, or d for the right answer!

1. What is the title of the story?

- a. Bawang Merah and Bawang Putih ✓
- b. Maling Kundang
- c. Sangkuniang
- d. Ikan mas

2. Who is the beautiful girl in the story?

- a. Bawang Merah
- b. Step mother ✓
- c. Bawang Putih
- d. Father

3. What does the word "they" in paragraph 1 sentence 2 refer to?

- a. Family
- b. Parents
- c. Bawang Merah and Bawang Putih ✓
- d. Step Mother and step sister

4. She had to do all the house work.

What does the word underline?

- a. Step mother
- b. Step sister X
- c. Bawang Putih
- d. Bawang Merah and Bawang Putih

5. Where did Bawang Putih go in the morning?

- a. Garden
- b. Forest X
- c. River X

d. Market

6. What did Bawang Putih do in the river?

a. Swimming

b. Fishing

c. Take a bath

d. Washing

7. Where did Bawang Putih and Goldfish meet?

a. Garden

b. Forest

c. City

d. River

8. Bawang Putih is very . . . . . that the goldfish could speak.

a. Happy

b. Bad

c. Surprised

d. Afraid

9. Who is the Goldfish in the story?

a. Cinderella's Best friend

b. A pet

c. Assistant

d. Slave

10. What did Bawang Merah do with the Goldfish?

a. Cooked and ate

b. Fried

c. Burn it

d. Kill it

➤ Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F!

11. ~~X~~ - F Her step mother and step sister very kind to Bawang Putih. X
12. T - ~~X~~ Bawang Merah has to do all the house work. X
13. T - ~~X~~ Bawang Putih feels sorry and helped the poor goldfish. X
14. ~~X~~ - F Bawang Putih was very bad that the goldfish could speak. X
15. T - ~~X~~ Bawang Putih caught the goldfish and gave into her step mother. ✓
16. T - ~~X~~ Bawang Putih's step mother and step sister cooked and ate the goldfish. X
17. ~~X~~ - F Bawang Putih took the bone and buried it. ✓
18. ~~X~~ - ~~X~~ Bawang Putih very sad that she knew that has the goldfish cooked. ✓
19. T - ~~X~~ Bawang Merah pulls the tree easily and gave it to the Prince. ✓
20. ~~X~~ - F the Prince married Bawang Putih. ✓

$$\frac{D \times W}{20} = 75$$

### Appendix 5. The worksheet of pre-test and post-test

The worksheet of the calculation score of Pre-Test and Post-test

Name	Pre-Test	Post-Test	$X_1$	$X_1^2$	$X_2$	$X_2^2$	D	$D^2$
Ahmad Syahrul	50	90	50	2500	90	8100	40	1600
Ainun Sinaga	50	95	50	2500	95	9025	45	2025
Alif Darmawan	50	85	50	2500	85	7225	35	1225
Ardi	75	100	75	5625	100	10000	25	625
Awal Anugra	50	85	50	2500	85	7225	35	1225
Dwi Syaifullah	45	100	45	2025	100	10000	55	3025
Gandi	50	75	50	2500	75	5625	25	625
Harwinda	50	90	50	2500	90	8100	40	1600
Ilham Rusanda	55	90	55	3025	90	8100	35	1225
Irwan	50	85	50	2500	85	7225	35	1225
Muhammad Fajar	45	82	45	2025	82	6724	37	1369
Muhammad Hafidz	55	80	55	3025	80	6400	25	625
Nur Alfira Hera	45	75	45	2025	75	5625	30	900
Nurul Syahikah	50	95	50	2500	95	9025	45	2025
Rifki Wahyu Naoval	45	95	45	2025	95	9025	50	2500
Riring Lestari	55	95	55	3025	95	9025	40	1600
Rohit Ananda	55	85	55	3025	85	7225	30	900
Sri Wahyuni	55	95	55	3025	95	9025	40	1600
Suci Aziz	40	90	40	1600	90	8100	50	2500
Syamsuddin	50	82	50	2500	82	6724	32	1024
TOTAL			1020	52950	1769	157523	749	29443

## The Student's Score of Post-Test

No	Nama Siswa	Post-Test Score (X2)		
		Score X2	X2 <sup>2</sup>	Classification
1	Ahmad Syahrul	90	8100	Very Good
2	Ainun Sinaga	95	9025	Very Good
3	Alif Darmawan	85	7225	Very Good
4	Ardi	100	10000	Very Good
5	Awal Anugra	85	7225	Very Good
6	Dwi Syaifullah	100	10000	Very Good
7	Gandi	75	5625	Good
8	Harwinda	90	8100	Very Good
9	Ilham Rusanda	90	8100	Very Good
10	Irwan	85	7225	Very Good
11	Muhammad Fajar	82	6724	Very Good
12	Muhammad Hafidz	80	6400	Very Good
13	Nur Alfira Hera	75	5625	Good
14	Nurul Syahikah	95	9025	Very Good
15	Rifki Wahyu Naoval	95	9025	Very Good
16	Riring Lestari	95	9025	Very Good
17	Rohit Ananda	85	7225	Very Good
18	Sri Wahyuni	95	9025	Very Good
19	Suci Aziz	90	8100	Very Good
20	Syamsuddin	82	6724	Very Good
	Total	$\sum X_2 = 1769$	$\sum X_2^2 = 157523$	

## The Student's Score of Pre-Test

No	Nama Siswa	Post-Test Score (X1)		
		Score X1	X1 <sup>2</sup>	Classification
1	Ahmad Syahrul	50	2500	Poor
2	Ainun Sinaga	50	2500	Poor
3	Alif Darmawan	50	2500	Poor
4	Ardi	75	5625	Good
5	Awal Anugra	50	2500	Poor
6	Dwi Syaifullah	45	2025	Poor
7	Gandi	50	2500	Poor
8	Harwinda	50	2500	Poor
9	Ilham Rusanda	55	3025	Poor
10	Irwan	50	2500	Poor
11	Muhammad Fajar	45	2025	Poor
12	Muhammad Hafidz	55	3025	Poor
13	Nur Alfira Hera	45	2025	Poor
14	Nurul Syahikah	50	2500	Poor
15	Rifki Wahyu Naoval	45	2025	Poor
16	Riring Lestari	55	3025	Poor
17	Rohit Ananda	55	3025	Poor
18	Sri Wahyuni	55	3025	Poor
19	Suci Aziz	40	1600	Poor
20	Syamsuddin	50	2500	Poor
	Total	$\sum X_1=1020$	$\sum X_1^2= 52950$	

## Appendix 6. Surat Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1010/In.39.5.1/PP.00.9/10/2019  
Lampiran :-  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. BUPATI ENREKANG  
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
Di,-  
KAB. ENREKANG

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Andi Hapsa Mulinda  
Tempat/Tgl. Lahir : Kaluppang, 14 September 1997  
NIM : 15.1300.104  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Desa Kaluppang, Kec. Maiwa Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah KABUPATEN ENREKANG dalam rangka penyusunan skripsi yang berjudul :

***"Improving Students' Reading Comprehension Through Read, Encode, Annotate and Ponder (REAP) Technique At The Eighth Grade of MTs Guppi Kaluppang Kab. Enrekang"***

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

15 Oktober 2019

Wakil Dekan I,



Tembusan :

1. Rektor IAIN Parepare



**PEMERINTAH KABUPATEN ENREKANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/Fax (0420)-21079*  
**ENREKANG**

		Enrekang, 18 Oktober 2019
		Kepada
Nomor	: 570/DPMPTSP/IP/X/2019	Yth. Kepala MTs Guppi Kaluppang
Lampiran	: -	Di
Perihal	: <u>Izin Penelitian</u>	Kec. Maiwa

Berdasarkan surat dari Wakil Dekan I Institut Agama Islam Negeri Parepare Fakultas Tarbiyah, Nomor: B.1810/In.39.5.1/PP.00.9/10/2019 tanggal 15 Oktober 2019, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **Andi Hapsa Mulinda**  
 Tempat Tanggal Lahir : Kaluppang, 14 September 1997  
 Instansi/Pekerjaan : Mahasiswi  
 Alamat : Wanua Desa Kaluppang Kec. Maiwa

Bermaksud akan mengadakan penelitian di daerah/kantor saudara dalam rangka penyusunan skripsi dengan judul: **"Improving Students' Reading Comprehension Through Read, Encode, Annotate And Ponder (REAP) Technique At The Eihgh Grade Of MTs Guppi Kaluppang Kab. Enrekang."**

Dilaksanakan mulai, Tanggal 18 Oktober 2019 s/d 18 November 2019

Pengikut/Anggota :-

Pada Prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah/Instansi setempat.
2. Tidak menyimpang dari masalah yang telah diizinkan
3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) berkas fotocopy hasil skripsi kepada Bupati Enrekang Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.

Demikian untuk mendapat perhatian

A.n. BUPATI ENREKANG  
 Kepala DPMPTSP Kab. Enrekang

**Drs. HALENG LAJU, M.Si**  
 Pangkat : Pembina Utama Muda  
 Nip : 19651231 198502 1 002

Tembusan Yth :

01. Bupati Enrekang (Sebagai Laporan).
02. Kepala BAKESBANG POL Kab. Enrekang.
03. Kepala DISDIKBUD Kab. Enrekang.
04. Camat Maiwa.
05. Institut Agama Islam Negeri Parepare.
06. Yang bersangkutan (**Andi Hapsa Mulinda**).
07. Pertinggal.



**GERAKAN USAHA PEMBAHARUAN PENDIDIKAN ISLAM  
MADRASAH TSANAWIYAH GUPPI KALUPPANG**

Jalan Andi Manyolai No. 08 Kaluppang Kec. Maiwa Kab. Enrekang  
Email : mtskaluppang@yahoo.co.id

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor : MTs.21.05.22/SKMP/ /XI/2019

Yang bertanda tangan dibawah ini, Kepala MTs Guppi Kaluppang Kec. Maiwa Kab. Enrekang:

Nama : Hj. IDAFITIAWATY, S.Ag  
NIP : 196106081988012001  
Jabatan : Kepala MTs Guppi Kaluppang

Menerangkan bahwa Mahasiswa yang beridentitas :

Nama : ANDI HAPSA MULINDA  
NIM : 15.1300.104  
Jurusan : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian di MTs Guppi Kaluppang, Kec. Maiwa, Kab. Enrekang selama 30 (tiga puluh) hari, terhitung mulai tanggal 18 Oktober s/d 18 November 2019 untuk memperoleh data dalam rangka penyusunan Skripsi Penelitian yang berjudul: "IMPROVING STUDENTS' READING COMPREHENSION THROUGH READ, ENCODE, ANNOTATE AND PONDER (REAP) TECHNIQUE AT THE EIGHTH GRADE OF MTs GUPPI KALUPPANG KAB. ENREKANG"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperluhnya.

Kaluppang, 18 November 2019  
Kepala MTs Guppi Kaluppang



Hj. IDAFITIAWATY, S.Ag  
Nip 196106081988012001

## Appendix 7. Dokumentation

### DOCUMENTATION



*(Picture 1 gives Pre-Test of Students)*



*(Picture 2, Explain the Material About REAP)*



*(Picture 3, Gives Post-Test of Students)*



*(Picture 4, Gives Post-Test of Students)*



*(Picture 5, Gives Questionnaire)*



*(Picture 6, Gives Questionnair*



### **CURRICULUM VITA**

The writer, ANDI HAPSA MULIDA, was born in Kaluppang, September 14<sup>th</sup> 1997. She comes from Enrekang regency. She is the four children from five children of A. Gadai and Andi Nursiah. She has four brothers and no sister, her brother's name are A. Muh. Tawakkal S.Pd., Andi Mustakim, A. Ahmad Tola, and Andi Fajrul.

In her education, she started her study in elementary school at SDN 31 Kaluppang in 2003 until 2009. Next, she continued her study in junior high school at MTs Guppi Kaluppang in 2009 until 2012. She continued her study at SMAN 4 Enrekang until 2015. In 2015, she registered at State Islamic Collage of Parepare(STAIN) and now it was changed become State Islamic Institut (IAIN) Parepare. On 2019 she completed her Skripsi under the title “ Improving Students’ Reading Comprehension Through Read, Encode, Annotate, and Ponder (REAP) Technique at the Eighth Grade of MTs Guppi Kaluppang Kab. Enrekang”.